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Army Synthetic Validity Project: Report of Phase III Results Volume II: Research Instruments

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Selection and Classification Technical Area
Manpower and Personnel Research Laboratory

U.S. Army Research Institute for the Behavioral and Social Sciences

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19. ABSTRACT (Continue on reverse if necessary and identify by block number) The Army Synthetic Validity Project developed and evaluated a series of alternative procedures for (a) analyzing critical components of jobs, (b) obtaining expert judgments of validities of individual attributes for predicting critical performance components, (c) establishing prediction equations for specific jobs when criterion-related validation data were not available, (d) estimating criterion-referenced performance standards for specific jobs, and (e) specifying scores on the predictor battery necessary to achieve the desired performance standard, given the bivariate distribution between predictor scores and performance scores. The results and conclusions obtained for each of these activities follow. As a consequence of results obtained in earlier phases of the project, the attribute model and the job behavior method were set aside and the questionnaire based on tasks performed became the tool of choice. While all methods provided reliable descriptions, (Continued)						
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the task questionnaire yielded greater discriminability across MOS and had higher acceptability among the judges.

Judgments about the validity of human attributes for predicting job descriptor elements proved to be particularly robust across judges, who differed across a fairly wide range of relevant psychological training and experience.

The synthetic validation methods produced equations that have only slightly lower absolute validities than least squares equations developed directly on the jobs, depending on the criterion and method of forming the synthetic equation.

The most significant conclusion of the standard setting research was that the different methods developed and evaluated led to different results. Very strict standards were set when performance was described in terms of "percent go" scores on hands-on task performance tests.

Researchers developed a computer program to demonstrate the linkage between test scores and acceptability levels. The program uses a database with the linkage relationships estimated for the MOS included in this project. This database includes performance cut scores for each MOS and also regression slope, intercept, and error variance parameters. The user may vary additional parameters to obtain the percentage of recruits expected to perform at each level of acceptability.

Other research related to this phase of Project A appears in ARI Technical Report 922, Army Synthetic Validity Project: Report of Phase III Results: Volume I.

U.S. ARMY RESEARCH INSTITUTE FOR THE BEHAVIORAL AND SOCIAL SCIENCES

**A Field Operating Agency Under the Jurisdiction
of the Deputy Chief of Staff for Personnel**

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American Institutes for Research

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NOTE: The findings in this report are not to be construed as an official Department of the Army position, unless so designated by other authorized documents.

Research Product 91-08

**Army Synthetic Validity Project:
Report of Phase III Results
Volume II: Research Instruments**

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Department of the Army

February 1991

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Manpower, Personnel, and Training

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FOREWORD

In 1980 the Assistant Secretary of Defense directed all services to pursue a long-range systematic program to validate the Armed Services Vocational Aptitude Battery (ASVAB) and to re-evaluate enlistment standards against on-the-job performance. As a result, the Army has been investigating the validity of the ASVAB, as well as several new predictor measures, for a sample of 20 diverse Military Occupational Specialties (MOS). This effort, known as Project A, has been very successful in validating the ASVAB, as well as providing the Army with a greater understanding of knowledge, skills, abilities, and other personal characteristics (KSAOs) required for these 20 MOS.

A major question now facing the Army is how to extend the wealth of data collected for Project A to the other 250-plus entry-level Army MOS and to new MOS created for new hardware systems as they become operational. A second challenge is to determine the methods needed for setting job performance standards that can be used in making selection and classification decisions.

The Army's Synthetic Validity Project (SYNVAL) addresses these challenges. Specifically, the objectives of SYNVAL have been to (a) evaluate synthetic validation techniques for determining MOS-specific selection composites for each MOS, and (b) evaluate alternative methods for setting minimum qualifying scores on each of these composites. The research proceeded in three iterative phases. The third and final phase was recently completed. This document provides information on Phase III research plans, objectives, and results.

Based on the results of the evaluations, recommendations have been made for the most promising approaches for (a) methods for developing job performance prediction equations for all of the Army's 250-plus entry-level MOS, and (b) methods for setting performance standards for these MOS. The technical quality of this project was guided by the Scientific Advisory Committee: Phil Bobko (Chair), Robert Linn, Richard Jaeger, Joyce Shields, and Robert Guion.



EDGAR M. JOHNSON
Technical Director

ARMY SYNTHETIC VALIDITY PROJECT: REPORT OF PHASE III RESULTS
VOLUME II: RESEARCH INSTRUMENTS

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Attachment 1:
Introduction to Workshops

INTRODUCTION TO JOB DESCRIPTION WORKSHOPS

There are two long-range goals for this project: (1) to develop techniques that can be used to identify the specific skills and abilities required to perform successfully in each entry-level MOS in the Army; and (2) to develop procedures for determining the minimum ability requirements for each entry-level MOS. These goals must be reached in order for the Army to take advantage of recent advances in personnel selection research conducted by the Army.

The research that led to these advances began six years ago, when the Army Research Institute began an investigation of the Armed Services Vocational Aptitude Battery (ASVAB), which all of the Armed Services use to select new recruits and to classify recruits into MOS. The Army was interested in determining how well the ASVAB scores that an applicant obtains when he or she enlists predict on-the-job performance in the Army in the soldier's first tour. The Army also was interested in determining whether new tests, such as temperament tests or psychomotor tests, could be added to the ASVAB so that it would predict job performance even more accurately.

The Army selected 19 MOS for detailed investigation. For each of these MOS, a number of job performance tests were developed. These included hands-on tests, paper-and-pencil job knowledge tests, and performance rating scales. Approximately 500 first-tour soldiers from each MOS completed these performance tests. At the conclusion of testing, scores on the performance tests were compared with soldiers' ASVAB scores to determine how well the ASVAB predicted job performance.

Results showed that the ASVAB did an excellent job of predicting how well soldiers could perform the tasks they had been assigned on their jobs. The results also revealed that the new temperament tests predicted job motivation and personal discipline better than the ASVAB did.

One finding from this investigation was that the Army could improve the selection and classification of new recruits into some MOS by making changes in the ASVAB aptitude area composites. Those changes have now been made. More changes may be made in the days ahead, especially if the Army decides to add new tests to the ASVAB.

The primary limitation of this investigation was that the Army was able to study only 19 MOS in detail. As the Army prepares to make additional changes in the ASVAB and in the way the ASVAB is used to select and classify recruits into MOS, it must develop techniques that can be used to identify the specific skills and abilities required to perform successfully in all 269 entry-level MOS in the Army. The Army also must develop procedures for determining the minimum ability requirements for each MOS.

Your Role in Today's Workshop

We have prepared several different rating and judgment procedures that we think NCOs and officers will be able to use to help us identify the skill and ability requirements of first-tour soldiers in their MOS. What we want you to do today is try out some of the procedures we have developed and let us know how easy or difficult you find them. We want you to tell us when instructions are unclear. In short, we want your help in refining the procedures, so that we can obtain ratings and judgments that are as accurate as possible.

Attachment 2:
Privacy Act Statement

DATA REQUIRED BY THE PRIVACY ACT OF 1974
(5 U.S.C. 552a)

TITLE OF PROGRAM

PROHIBITION OF DISCLOSURE
AR 70-1

AUTHORITY

10 USC Sec 4503

PRINCIPAL PURPOSE(S)

The data collected are to be used for research purposes only.

ROUTINE USES

This is an experimental personnel data collection activity conducted by the U. S. Army Research Institute for the Behavioral and Social Sciences pursuant to its research mission as prescribed in AR 70-1. When identifiers (name or Social Security Number) are requested they are to be used for administrative and statistical control purposes only. Full confidentiality of the responses will be maintained in the processing of these data.

MANDATORY OR VOLUNTARY DISCLOSURE AND EFFECT ON INDIVIDUAL NOT PROVIDING INFORMATION

Although your participation in this research is voluntary, we encourage you to provide complete and accurate information in the interests of the research. There will be no effect on you for not providing all or any part of the information. This notice may be detached from the rest of the form and retained by you if so desired.

FORM

Privacy Act Statement - 25 Sep 75

A Form 4368-A, 1 May 75

Attachment 3:
Background Information

BACKGROUND INFORMATION

1. Name: _____
Last First MI

2. SSN: _____

3. Date: _____
Day Month Year

4. Post: _____

5. Unit: _____

6. Your Position or Job Title: _____
(Include your MOS code if you are a soldier.)

7. Sex: ☐ Male
☐ Female

8. Race: ☐ Black/Afro-American
☐ American Indian
☐ Hispanic
☐ White
☐ Other

9. Please enter your current pay grade (for example E6, W2, 02, or GS-9): _____

10. Time in the Army (including time in service and, for civilians, time working for the Army as a civilian): _____
years months

11. MOS you are rating (circle one):

12B 13B 27E 29E 31C 31D 31F 51B 54B 55B 95B 96B

12. Experience with MOS you are rating: _____
years months

Experience includes time spent working in or supervising persons in the MOS, training persons for the MOS, reviewing and revising doctrine or training and testing programs for the MOS.

Attachment 4:
Performance Area Definitions

PERFORMANCE AREA DEFINITIONS

Below are definitions of three performance areas. Read them carefully.

CORE TECHNICAL AREA: This performance area is made up of the tasks that are "central" to the MOS. The tasks represent the core of the job and are the primary definers of the MOS.

GENERAL SOLDIERING AREA: In addition to the core technical area, individuals in every MOS are responsible for being able to perform a variety of general soldiering tasks. These are referred to as "Common Tasks." General Soldiering Area refers to all Common Tasks.

OVERALL PERFORMANCE: This refers to all areas of job performance, including the two areas listed above. Think of this as total job performance.

Attachment 5:
Army Task Questionnaire

ARMY TASK QUESTIONNAIRE

This questionnaire contains 96 tasks designed to cover ALL ENTRY-LEVEL MOS in the Army. Since it is designed to cover so many MOS, a large number of these tasks may not apply to the particular MOS you are rating.

For each task, we would like you to make five ratings. First, indicate how FREQUENTLY each task is performed by soldiers in this MOS, using the following FREQUENCY rating scale:

- 0 = Never; this task is not part of the job.
- 1 = Least Often; this task is performed much less often than most other tasks.
- 2 = Not Very Often; this task is performed less often than most other tasks.
- 3 = Often; this task is performed about as often as other tasks.
- 4 = Very Often; this task is performed more often than most other tasks.
- 5 = Most Often; this task is performed much more often than most other tasks.

As you make your ratings, think about soldiers who have about 24 months of service in this MOS after Basic and AIT. Also keep in mind all that you know about the full range of duty assignments for this MOS.

After you have made FREQUENCY ratings for all 96 tasks, go through the list again, this time rating the IMPORTANCE of each task for successful performance in three different areas of the job: Core Technical Area, General Soldiering Area, and Overall Performance. The definitions of these performance areas are on a separate sheet, entitled PERFORMANCE AREA DEFINITIONS. Please read these definitions carefully before making your IMPORTANCE ratings.

You will make IMPORTANCE ratings using the following rating scale:

- 0 = No Importance
- 1 = Extremely Low Importance
- 2 = Low Importance
- 3 = Moderate Importance
- 4 = High Importance
- 5 = Extremely High Importance

In addition to the IMPORTANCE ratings, we would like you to make a single DIFFICULTY rating for each task, using the following scale:

How difficult is it to reach and maintain an acceptable level of proficiency in this task?

- 1 = Very Easy; this task can be performed correctly after less than an hour of instruction, and performed again correctly a year later with little or no practice in between.
- 2 = Somewhat Easy
- 3 = Neither Easy Nor Difficult; this task can be performed correctly after a few days of instruction, and performed again correctly a few months later with little or no practice in between.
- 4 = Somewhat Difficult
- 5 = Very Difficult; this task can be performed correctly after several weeks of instruction, and performed again correctly only if it is practiced regularly.

Note: If you decided that a particular task is not part of this MOS (so you gave it a FREQUENCY rating of 0), you should leave all three IMPORTANCE ratings and the DIFFICULTY rating blank.

Please look at the EXAMPLES below and read through their explanations before starting to make your ratings.

EXAMPLES:

FREQUENCY	
0	Never
1	Least Often
2	Not Very Often
3	Often
4	Very Often
5	Most Often

IMPORTANCE	
0	No Importance
1	Extremely Low Importance
2	Low Importance
3	Moderate Importance
4	High Importance
5	Extremely High Importance

DIFFICULTY	
1	Very Easy
2	Somewhat Easy
3	Neither Easy Nor Difficult
4	Somewhat Difficult
5	Very Difficult

Core Technical	General Soldiering	Overall Performance
2	4	4

- A. 0 *Perform Medical Laboratory Procedures: Conduct various types of blood tests, urinalysis, cultures, etc.*
- B. 1 *Perform Operator Checks and Services on Weapons: Check, disassemble, assemble, clean, lubricate, and adjust weapons, including pistols, rifles, machine guns, hand grenades, and breechlocks.*

Joe supervises 94B (Cooks). He went through the list of tasks and made FREQUENCY ratings for each one.

1. Since he felt that Task A, "Perform Medical Laboratory Procedures," was not part of the job for 94B, he gave this task a FREQUENCY rating of 0, and left all three IMPORTANCE ratings and the DIFFICULTY rating blank.
2. Joe felt that Task B, "Perform Operator Checks and Services on Weapons," was performed much less often than most tasks in MOS 94B, so he gave it a FREQUENCY rating of 1, for Least Often.

Joe then returned to the beginning of the list and, after carefully reading the PERFORMANCE AREA DEFINITIONS, has started making his ratings of how IMPORTANT each task is for successful performance in three different areas of the job.

Joe decided that this task was of Low Importance for Core Technical Area, so he gave it an IMPORTANCE rating of 2.

For General Soldiering, Joe felt that this task was of High Importance, so he gave it an IMPORTANCE rating of 4 for this performance area.

For Overall Performance, Joe gave this task a rating of 4, indicating the task was of High Importance for overall job performance.

Finally, Joe gave Task B a DIFFICULTY rating of 4, indicating that it is somewhat Difficult for most soldiers to reach and maintain an acceptable level of proficiency on this task.

Keep the PERFORMANCE AREA DEFINITIONS handy and refer to them as often as necessary while making your IMPORTANCE ratings.

Note: Many of the task definitions in this questionnaire contain specific examples to help explain and clarify the task. Please keep in mind that these are just some of the possible examples; it was not practical to list every possible example.

Name: _____

FREQUENCY	
0	= Never
1	= Least Often
2	= Not Very Often
3	= Often
4	= Very Often
5	= Most Often

IMPORTANCE	
0	= No Importance
1	= Extremely Low Importance
2	= Low Importance
3	= Moderate Importance
4	= High Importance
5	= Extremely High Importance

DIFFICULTY	
1	= Very Easy
2	= Somewhat Easy
3	= Neither Easy Nor Difficult
4	= Somewhat Difficult
5	= Very Difficult

I. Maintenance

A. Mechanical Systems Maintenance

	Core Technical	General Soldiering	Overall Performance	
1. Perform Operator Maintenance Checks and Services: Follow directions in Operator's Manual; conduct before, during, after, and weekly operator checks and services on vehicles, trailers, generators, construction equipment, or other kinds of mechanical apparatus.	_____	_____	_____	_____
2. Perform Operator Checks and Services on Weapons: Check, disassemble, assemble, clean, lubricate, and adjust weapons, including pistols, rifles, machine guns, hand grenades, and breechlocks.	_____	_____	_____	_____
3. Troubleshoot Mechanical Systems: Measure, use specialized test equipment and manuals, and observe mechanical equipment (for example, engines, transmissions, brakes, hydraulics, refrigeration systems, etc.) to detect and diagnose problems and malfunctions.	_____	_____	_____	_____
4. Repair Weapons: After the cause of a problem in a weapon has been found, fix it using the appropriate tools and necessary replacement parts by following directions in the weapon's technical manual.	_____	_____	_____	_____
5. Repair Mechanical Systems: After the cause of a problem in a mechanical part has been found, fix it using the appropriate tools (for example, wrenches, screwdrivers, gauges, hammers, soldering equipment, etc.) and necessary replacement parts by following directions in the equipment's technical manual.	_____	_____	_____	_____
6. Troubleshoot Weapons: Find the cause of malfunctions in weapons using technical manuals, tools, and test equipment.	_____	_____	_____	_____

FREQUENCY

0 - Never
1 - Least Often
2 - Not Very Often
3 - Often
4 - Very Often
5 - Most Often

IMPORTANCE

0 - No Importance
1 - Extremely Low Importance
2 - Low Importance
3 - Moderate Importance
4 - High Importance
5 - Extremely High Importance

DIFFICULTY

1 - Very Easy
2 - Somewhat Easy
3 - Neither Easy Nor Difficult
4 - Somewhat Difficult
5 - Very Difficult

Core Technical General Overall
Soldiering Performance

B. Electrical and Electronic Systems Maintenance

7. *Install Electronic Components:* Connect electronic and communications equipment (for example, radios, antennas, telephones, teletypewriters, radar, power supplies, etc.) and check system for operation.
8. *Inspect Electrical Systems:* Measure, use specialized test equipment and manuals, and observe electrical systems (for example, generators, wiring harnesses, switches, relays, circuit breakers, etc.) to detect and diagnose problems and malfunctions.
9. *Inspect Electronic Systems:* Measure, use specialized test equipment and manuals, and observe electronic systems (for example, communications equipment, radar, missile and tank ballistics computer, etc.) to detect and diagnose problems and malfunctions.
10. *Repair Electrical Systems:* Alter the cause of an electrical problem has been found, fix it with the appropriate tools (for example, wire strippers, pliers, soldering irons, etc.) and necessary replacement parts by following directions in the equipment's technical manual.
11. *Repair Electronic Components:* Alter the cause of an electronics problem has been found, fix it with the appropriate tools (for example, test sets, screwdrivers, pliers, soldering guns, etc.) and necessary replacement parts by following directions in the equipment's technical manual.

FREQUENCY	
0	Never
1	Least Often
2	Not Very Often
3	Often
4	Very Often
5	Most Often

II. General Operations

C. Pack and Load

12. — **Pack and Load Materials:** Load and lash materials onto transport vehicles (land, sea, or air) to secure and protect from damage or loss during shipment.

13. — **Prepare Parachutes:** Inspect cargo and personnel parachutes, repair or replace faulty components, and pack parachutes for air drop.

14. — **Prepare Equipment and Supplies for Air Drop:** Build or assemble platforms, cushions, and riggings for parachuting supplies, equipment, and vehicles.

D. Vehicle and Equipment Operations

15. — **Operate Power Excavating Equipment:** Use air hammers and drills, paving breakers, grinders, backfill tampers, or other hand-operated power equipment in building concrete, stone, or other structures (for example, roads, fortifications, buildings, etc.).

16. — **Operate Wheeled Vehicles:** Drive wheeled vehicles over roads and cross-country in response to mission, terrain, and traffic regulations.

17. — **Operate Track Vehicles:** Drive track vehicles (for example, tank, APC, BFV, etc.) in response to mission, terrain, and traffic controls.

18. — **Operate Boats:** Drive boats and rafts.

IMPORTANCE	
0	No Importance
1	Extremely Low Importance
2	Low Importance
3	Moderate Importance
4	High Importance
5	Extremely High Importance

DIFFICULTY	
1	Very Easy
2	Somewhat Easy
3	Neither Easy Nor Difficult
4	Somewhat Difficult
5	Very Difficult

Core Technical General Soldiering Overall Performance

—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—
—	—	—	—	—

FREQUENCY

0 = Never
 1 = Least Often
 2 = Not Very Often
 3 = Often
 4 = Very Often
 5 = Most Often

IMPORTANCE

0 = No Importance
 1 = Extremely Low Importance
 2 = Low Importance
 3 = Moderate Importance
 4 = High Importance
 5 = Extremely High Importance

DIFFICULTY

1 = Very Easy
 2 = Somewhat Easy
 3 = Neither Easy Nor Difficult
 4 = Somewhat Difficult
 5 = Very Difficult

Core General Overall
 Technical Soldering Performance

19. — **Operate Lifting, Loading, and Grading Equipment:** Operate fork lifts, cranes, back-hoes, graders, and other heavy equipment to load, unload, or move heavy equipment, supplies, construction materials (for example, culvert pipe, building and bridge parts), or terrain (for example, earth, rocks, trees, etc.).

E. Construct/Assemble

20. — **Paint:** Prepare surfaces (clean, remove old paint, sand) and apply paint with brush, roller, or spray.

21. — **Install Wire and Cables:** String or lay, and connect electrical wire or communications cables.

22. — **Repair Plastic and Fiberglass:** Fix plastic or fiberglass parts and structures by cutting, sawing, drilling, sanding, filling, gluing, and painting.

23. — **Repair Metal:** Fix metal structures or parts by bending, cutting, drilling, welding, hammering, grinding, soldering, and painting.

24. — **Assemble Steel Structures:** Erect bridges, antennas, and other steel structures. May require the assistance of others and use of heavy equipment.

25. — **Install Pipe Assemblies:** Place, connect, and test pipe assemblies and fixtures (for example, plumbing, POL pipelines and pumps, etc.).

FREQUENCY

0 - Never
 1 - Least Often
 2 - Not Very Often
 3 - Often
 4 - Very Often
 5 - Most Often

IMPORTANCE

0 - No Importance
 1 - Extremely Low Importance
 2 - Low Importance
 3 - Moderate Importance
 4 - High Importance
 5 - Extremely High Importance

DIFFICULTY

1 - Very Easy
 2 - Somewhat Easy
 3 - Neither Easy Nor Difficult
 4 - Somewhat Difficult
 5 - Very Difficult

Core Technical General Overall
 Soldiering Performance

26. — **Construct Wooden Buildings and Other Structures:** Measure, saw, nail or plane to frame, sheathe, and roof buildings, or erect tiles, bridges, and piers.

27. — **Construct Masonry Buildings and Structures:** Measure, lay brick or concrete blocks, or build forms and pour concrete to construct walls, columns, field fortifications, and other concrete or masonry structures.

F. Technical Procedures

28. — **Operate Gas and Electric Powered Equipment:** Operate electric generators, air compressors, smoke generators, quarry machines, mobile washing machines, water pumps, etc., to produce power or process materials.

29. — **Select, Lay Out, and Clean Medical or Dental Equipment and Supplies:** Prepare treatment areas for use by following prescribed procedures for laying out instruments and equipment; clean equipment and area for future use.

30. — **Use Audiovisual Equipment:** Use cameras and videotape to record sights and sounds for intelligence analysis, training, or documentation.

31. — **Reproduce Printed Material:** Operate duplicating machines, offset presses, and similar equipment to reproduce printed materials; collate and bind materials using various types of bindery equipment.

FREQUENCY

0 - Never
 1 - Least Often
 2 - Not Very Often
 3 - Often
 4 - Very Often
 5 - Most Often

IMPORTANCE

0 - No Importance
 1 - Extremely Low Importance
 2 - Low Importance
 3 - Moderate Importance
 4 - High Importance
 5 - Extremely High Importance

DIFFICULTY

1 - Very Easy
 2 - Somewhat Easy
 3 - Neither Easy Nor Difficult
 4 - Somewhat Difficult
 5 - Very Difficult

Core General Overall
 Technical Soldiering Performance

32. — **Operate Electronic Equipment:** Set and adjust the controls to operate electronic equipment (for example, radio, computer hardware, missile ballistics controls, etc.).
33. — **Operate Radar:** Operate radar equipment and interpret signals.
34. — **Operate Computer Hardware:** Operate computer hardware such as tape and disk drives, optical scanners, terminals, and other input/output devices. (Does not include programming).
35. — **Cook:** Prepare food and beverages according to recipes and meal plans (measure, mix, bake, etc.); inspect fresh food and staples for freshness; clean equipment and work area.
36. — **Perform Medical Laboratory Procedures:** Conduct various types of blood tests, urinalysis, cultures, etc.
37. — **Conduct Land Surveys:** Survey terrain to determine elevations, azimuths, and distances of terrain features; record information.
38. — **Provide Medical or Dental Treatment:** Give medical attention to soldiers in the field or in medical or dental clinics, or give veterinary treatment to animals (for example, administer injections, take blood pressure, change sterile dressings, etc.); does not include first aid.

FREQUENCY	
0	Never
1	Least Often
2	Not Very Often
3	Often
4	Very Often
5	Most Often

IMPORTANCE	
0	No Importance
1	Extremely Low Importance
2	Low Importance
3	Moderate Importance
4	High Importance
5	Extremely High Importance

DIFFICULTY	
1	Very Easy
2	Somewhat Easy
3	Neither Easy Nor Difficult
4	Somewhat Difficult
5	Very Difficult

G. Make Technical Drawings

		Core Technical	General Soldiering	Overall Performance
39. _____	Sketch Maps, Overlays, or Range Cards: Use standard symbols to make sketches of terrain, including locations of buildings and other objects, targets, avenues of approach, and maneuver areas.	_____	_____	_____
40. _____	Produce Technical Drawings: Use drafting and drawing equipment to make technical drawings and blueprints.	_____	_____	_____
41. _____	Draw Maps and Overlays: Use drafting, graphics, and related techniques to draw and revise maps from aerial photographs.	_____	_____	_____
42. _____	Draw Illustrations: Use pen, pencil, paint, or other media to make free-hand technical drawings and illustrations. (Does not include range cards, sketched maps or other field expedient drawings).	_____	_____	_____

III. Administrative

H. Clerical

		Core Technical	General Soldiering	Overall Performance
43. _____	Type: Type information using a typewriter, teletypewriter, keypunch, or computer terminal.	_____	_____	_____
44. _____	Prepare Technical Forms and Documents: Follow standardized procedures to prepare or complete forms and documents (for example, personnel records, legal briefs, requisition requests, inspection records, etc.).	_____	_____	_____

FREQUENCY

0 - Never
 1 - Least Often
 2 - Not Very Often
 3 - Often
 4 - Very Often
 5 - Most Often

IMPORTANCE

0 - No Importance
 1 - Extremely Low Importance
 2 - Low Importance
 3 - Moderate Importance
 4 - High Importance
 5 - Extremely High Importance

DIFFICULTY

1 - Very Easy
 2 - Somewhat Easy
 3 - Neither Easy Nor Difficult
 4 - Somewhat Difficult
 5 - Very Difficult

Core Technical General Overall
 Soldiering Performance

45. — **Record, File, and Dispatch Information:** Collect, copy, update, sort, index, file, and retrieve information (for example, mail, training rosters, personnel statistics, supply inventories, etc.).

46. — **Receive, Store, and Issue Supplies, Equipment, and Other Materials:** Inspect materials and review paperwork when receiving materials; sort, transport, and store materials; issue or ship materials to authorized personnel or units.

I. Communication

47. — **Use Hand and Arm Signals:** Communicate messages and instructions using hand and arm signals.

48. — **Read Technical Manuals, Field Manuals, Regulations, and Other Publications:** Use index and table of contents to find location of needed information; locate information; read instructions, diagrams, charts, and tables.

49. — **Use Maps:** Read and interpret map symbols and identify terrain features in order to orient map to your position in the field; determine grid coordinates; determine directions; identify roads, towns, etc.

50. — **Send and Receive Radio Messages:** Use standardized radio codes and procedures to transmit and receive messages and other information.

FREQUENCY

0 - Never
1 - Least Often
2 - Not Very Often
3 - Often
4 - Very Often
5 - Most Often

IMPORTANCE

0 - No Importance
1 - Extremely Low Importance
2 - Low Importance
3 - Moderate Importance
4 - High Importance
5 - Extremely High Importance

DIFFICULTY

1 - Very Easy
2 - Somewhat Easy
3 - Neither Easy Nor Difficult
4 - Somewhat Difficult
5 - Very Difficult

Core Technical General Soldiering Overall Performance

51. **Give Short Oral Reports:** Use standard communication procedures to organize and deliver information (for example, SALUTE, call for and adjust indirect fire, status reports, etc.).

52. **Receive Clients, Patients, Guests:** Schedule, greet, and give routine information to persons seeking medical, dental, legal, or counseling services.

53. **Give Directions and Instructions:** Give verbal information, instructions, or directions to others.

54. **Write and Deliver Presentations:** Make formal presentations (for example, briefings, radio and television broadcasts, etc.).

55. **Interview:** Gather information from clients, patients, witnesses, prisoners, or other persons.

56. **Provide Counseling and Other Interpersonal Interventions:** Conduct personal adjustment counseling with individuals and groups; use interpersonal relations skills to solve relationship problems.

57. **Write Documents and Correspondence:** Draft letters, reports, memos, etc.; proofread and edit.

J. Analyze Information

58. **Decode Data:** Use coding systems and rules to decipher and interpret coded information (for example, use GEOI, interpret symbols/signs, etc.).

FREQUENCY

0 = Never
 1 = Least Often
 2 = Not Very Often
 3 = Often
 4 = Very Often
 5 = Most Often

IMPORTANCE

0 = No Importance
 1 = Extremely Low Importance
 2 = Low Importance
 3 = Moderate Importance
 4 = High Importance
 5 = Extremely High Importance

DIFFICULTY

1 = Very Easy
 2 = Somewhat Easy
 3 = Neither Easy Nor Difficult
 4 = Somewhat Difficult
 5 = Very Difficult

Core Technical General Soldiering Overall Performance

59. — **Analyze Electronic Signals:** Analyze electronic signals to detect threat transmitters and electronic countermeasures.

60. — **Analyze Weather Conditions:** Determine weather conditions and analyze their effects on tactical operations.

61. — **Order Equipment and Supplies:** Determine needs and requisition needed supplies, materials, and equipment.

62. — **Estimate Time and Cost of Maintenance Operations:** Estimate equipment downtime and cost of repairs, including parts and labor.

63. — **Plan Placement or Use of Tactical Equipment:** Using maps and on-site inspection, identify positions and areas to be used for cover and concealment and to place weapons, fortifications, mines, and detectors.

64. — **Translate Foreign Languages:** Translate written or spoken foreign language communications.

65. — **Analyze Intelligence Data:** Determine importance and reliability of information; use information to determine identity, capabilities, disposition, and movement of enemy forces.

K. Applied Math and Data Processing

66. — **Control Money:** Keep accounting records; disperse and collect money and money orders.

FREQUENCY

0 - Never
1 - Least Often
2 - Not Very Often
3 - Often
4 - Very Often
5 - Most Often

IMPORTANCE

0 - No Importance
1 - Extremely Low Importance
2 - Low Importance
3 - Moderate Importance
4 - High Importance
5 - Extremely High Importance

DIFFICULTY

1 - Very Easy
2 - Somewhat Easy
3 - Neither Easy Nor Difficult
4 - Somewhat Difficult
5 - Very Difficult

Core General Overall
Technical Soldiering Performance

67. — **Determine Firing Data for Indirect Fire Weapons:** Use maps, firing charts, and targeting and ballistics information to determine elevation and azimuth needed for engaging targets.

68. — **Compute Statistics or Other Mathematical Calculations:** Select formulas and make mathematical calculations, with or without using calculators or computers; report results.

69. — **Provide Programming and Data Processing Support for Computer Operations:** Analyze data processing needs; select or prepare, edit, test, and run computer programs; document process and results.

L. Control Air Traffic

70. — **Control Air Traffic:** Coordinate departing, en route, arriving, and holding aircraft by monitoring radar equipment, communicating with aircraft and other air traffic control units.

IV. Combat

M. Individual Combat

71. — **Use Hand Grenades:** Identify, inspect, arm, throw, and secure hand grenades.

72. — **Protect Against NBC Hazards:** Use protective clothing, masks, and decontamination equipment to protect self, others, equipment, and supplies from nuclear, biological, and chemical hazards.

FREQUENCY

0 - Never
 1 - Least Often
 2 - Not Very Often
 3 - Often
 4 - Very Often
 5 - Most Often

IMPORTANCE

0 - No Importance
 1 - Extremely Low Importance
 2 - Low Importance
 3 - Moderate Importance
 4 - High Importance
 5 - Extremely High Importance

DIFFICULTY

1 - Very Easy
 2 - Somewhat Easy
 3 - Neither Easy Nor Difficult
 4 - Somewhat Difficult
 5 - Very Difficult

Core Technical General Overall
 Soldiering Performance

73. — **Handle Demolitions or Mines:** Store, place, charge, discharge, and disarm explosives, demolition devices, or mines.
74. — **Engage In Hand-to-Hand Combat:** Use offensive and defensive maneuvers to overcome hostile individuals.
75. — **Fire Individual Weapons:** Aim, track, and fire individual weapons, such as rifles, pistols, machine guns, and LAW, at designated targets; load, reduce a stoppage, and clear weapons.
76. — **Control Individuals and Crowds:** Perform guard duty, including challenge and password; apprehend and search suspected criminals or enemy soldiers; guard prisoners; participate in riot control.
77. — **Customs and Laws of War:** Use knowledge of Geneva convention and military SOP concerning treatment of enemy personnel, engagement of the enemy, conduct of military protocol and ceremony, guard duty, and physical readiness.
78. — **Navigate:** During the day or night, with or without a map, locate positions and move from point to point in response to terrain features (for example, for cover or concealment), battle conditions, and mission.
79. — **Survive in the Field:** Select, prepare, and occupy individual tactical positions (for example, battle positions, overwatch positions, observation posts), camouflage self and equipment, observe security procedures.

FREQUENCY

0 - Never
 1 - Least Often
 2 - Not Very Often
 3 - Often
 4 - Very Often
 5 - Most Often

IMPORTANCE

0 - No Importance
 1 - Extremely Low Importance
 2 - Low Importance
 3 - Moderate Importance
 4 - High Importance
 5 - Extremely High Importance

DIFFICULTY

1 - Very Easy
 2 - Somewhat Easy
 3 - Neither Easy Nor Difficult
 4 - Somewhat Difficult
 5 - Very Difficult

Core Technical General Soldiering Overall Performance

80. **Move and React In the Field:** Move on foot in the battlefield as a member of a tactical operation; react to threats, including direct and indirect fire.

N. Crew-Served Weapons

81. **Load and Unload Field Artillery or Tank Guns:** Operate breech controls and handle ammunition (stow and load) to prepare guns for firing; unload or extract unused rounds or misfires.

82. **Fire Heavy Direct Fire Weapons (for example, tank main guns, TOW missile, IFV cannon, etc.):** Using weapon sights, manipulate weapon controls to aim, track, and fire on targets.

83. **Prepare Heavy Weapons for Tactical Use:** Position and prepare for firing heavy tactical weapons, such as missiles, field artillery, and anti-aircraft systems.

84. **Place and Camouflage Tactical Equipment and Materials In the Field:** Place mines, detectors, chemicals, and camouflage materials into position in the battlefield.

85. **Fire Indirect Fire Weapons (for example, field artillery and heavy mortars):** Lay weapon by adjusting azimuth and elevation controls in response to fire commands.

FREQUENCY

0 - Never
 1 - Least Often
 2 - Not Very Often
 3 - Often
 4 - Very Often
 5 - Most Often

IMPORTANCE

0 - No Importance
 1 - Extremely Low Importance
 2 - Low Importance
 3 - Moderate Importance
 4 - High Importance
 5 - Extremely High Importance

DIFFICULTY

1 - Very Easy
 2 - Somewhat Easy
 3 - Neither Easy Nor Difficult
 4 - Somewhat Difficult
 5 - Very Difficult

Core Technical General Soldiering Overall Performance

O. Give First Aid

86. **Give First Aid.** Carry out first aid procedures (for example, CPR, put on field dressing, prevent shock, etc.).

P. Identify Targets

87. **Detect and Identify Targets:** With or without optical devices (for example, night sights, weapon sights, binoculars, etc.), locate possible targets, and identify type (for example, troops, tanks, aircraft, etc.) and nomenclature.

Q. Supervision

88. **Plan Operations:** Plan, prepare, and develop orders for team operations, including combat, support, and technical operations.

89. **Direct/Lead Teams:** Direct combat and security team activities in the field (for example, lead reconnaissance teams, set up offensive and defensive positions, carry out a fire mission, etc.).

90. **Monitor/Inspect:** Monitor subordinates to ensure that they are carrying out their duties properly, that they have the correct equipment, that supply levels are adequate for the mission, and that records are complete, etc.).

91. **Lead:** Influence subordinates by setting goals, maintaining good lines of communication, sharing hardships, building trusts, etc.

FREQUENCY

0 - Never
 1 - Least Often
 2 - Not Very Often
 3 - Often
 4 - Very Often
 5 - Most Often

IMPORTANCE

0 - No Importance
 1 - Extremely Low Importance
 2 - Low Importance
 3 - Moderate Importance
 4 - High Importance
 5 - Extremely High Importance

DIFFICULTY

1 - Very Easy
 2 - Somewhat Easy
 3 - Neither Easy Nor Difficult
 4 - Somewhat Difficult
 5 - Very Difficult

Core Technical General Soldiering Overall Performance

92. **Act As A Model:** Show subordinates correct way to perform technical tasks, maintain a positive attitude under adverse conditions, demonstrate proper military bearing, etc., on a day-to-day basis.
93. **Counsel:** Provide individual subordinates with support, assistance, and feedback on specific performance, personal, or disciplinary problems.
94. **Communicate:** Compose orders, brief subordinates on things that are happening in the unit; keep superiors and peers informed, etc.
95. **Train:** Schedule, plan, and conduct training for subordinates.
96. **Personnel Administration:** Prepare and conduct performance appraisals, recommend various personnel actions, keep and maintain personnel and administrative records, etc.

Evaluation

What percentage of the MOS you are rating is covered by these task categories? (Circle the best response.)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

If you answered less than 100%, what task categories should be added?

Attachment 6:

Standard Setting Exercises Performance Level Definitions

Standard Setting Exercises Performance Level Definitions

We have designed two exercises to set job performance standards. In each exercise, we would like you to help us set standards for job performance that will allow us to determine whether a soldier's performance is unacceptable, marginal, acceptable, or outstanding.

- | | |
|----------------------|--|
| Unacceptable: | Soldiers who consistently perform like this should not have been selected for this MOS. Their performance is hurting the Army. Additional training would not bring their performance up to acceptable levels. |
| Marginal: | Soldiers who consistently perform like this need extra or remedial training. Their current performance is of little or no benefit to the Army. |
| Acceptable: | Soldiers who consistently perform like this are doing an adequate job. They are making positive contributions to the Army. |
| Outstanding: | Soldiers who consistently perform like this are doing extremely well. They are making exceptional contributions to the Army and are good examples to other soldiers. |

Keep these definitions handy as you complete the following questionnaires. Please refer back to them from time to time.

Attachment 7:
Behavioral Incident Standard Setting Questionnaire

Name: _____

Behavioral Incident Standard Setting Questionnaire

12B - COMBAT ENGINEER

In this section of the workshop we would like you to help us set job performance standards on two or three broad performance areas that apply to the MOS that you are rating. For each area, twenty behavioral incidents, or examples of performance, have been provided by other SMEs as samples of the types of behaviors that fit each area. These examples come from a number of different MOS and they vary in level of effectiveness. Thus, some incidents illustrate poor performance and some illustrate good performance, but they all illustrate performance within a particular type of job behavior.

For each area, read the definition and think of similar types of tasks that are performed in the MOS that you are rating. Then for each behavioral incident ask yourself the following question:

If a soldier CONSISTENTLY performed duties in this area at a level of effectiveness like the example incident, what kind of soldier would this be?

Refer to the one-page handout containing the definitions of Unacceptable, Marginal, Acceptable, and Outstanding performance to guide you as you make your ratings. Make your ratings by thinking of similar types of incidents for your MOS. Circle the letter that matches that level of effectiveness of incident. If any incident is so unfamiliar that you cannot decide what level of performance effectiveness it represents, then circle CNR for "cannot rate." Please make sure that you circle only one response for each example.

Remember: As you make your ratings, think about soldiers who have about 24 months of service in this MOS after Basic and AIT. Also keep in mind all that you know about the full range of duty assignments for this MOS.

Example:

Demonstrate Leadership -- Demonstrate leadership and maturity. Act as a model, give direction and instruction to peers; support peers and/or provide informal counseling; and promote a positive public image of the military.

1. This soldier spent many duty and non-duty hours learning his new MOS. In a few months, he was tops in his MOS and was selected as the first E-4 to evaluate other soldiers in the MOS.

U M A **O** CNR

The rater read the definition of Demonstrate Leadership and the example and decided that a soldier who consistently performed like this example would be demonstrating outstanding leadership. Therefore, the rater circled the "O" for Outstanding.

D. Vehicle and Equipment Operations -- Drive or operate heavy mechanical equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. While this soldier was driving an 8 ton goer up a hill, the transmission locked. When the soldier tried to force it by stepping on the gas pedal, the engine blew up. | U M A O CNR |
| 2. As the driver of an M60A1 on a road march, this soldier maintained the proper interval between his vehicle and the one in front of his, and also maneuvered properly through different types of terrain. | U M A O CNR |
| 3. While driving an M915 hauling hazardous cargo, this soldier drove the truck through a tunnel. | U M A O CNR |
| 4. During a tactical road march on an ARTEP, this soldier's tank came under enemy fire. He quickly and successfully maneuvered the tank to a safe location using proper terrain features. | U M A O CNR |
| 5. This soldier overloaded the hoist capacity and was reckless when the load was in the air. His actions resulted in the injury of one man and damage to the vehicle and the hoist. | U M A O CNR |
| 6. While driving the tank to the wash rack, this soldier failed to use a ground guide. He hit a car and a fence while he was backing up. | U M A O CNR |
| 7. While driving a tractor and 5000 gallon tanker on an icy road, the tanker started to jack knife. The soldier carefully steered the vehicle and got control of the tanker before crashing. | U M A O CNR |
| 8. This soldier failed to use a rear ground guide when backing up the tank. He smashed into another tank, damaging both tanks. | U M A O CNR |
| 9. While delivering cargo to soldiers in the field at night, this soldier's vehicle got stuck. This soldier used the self recovery system to free the vehicle. | U M A O CNR |
| 10. This soldier did not hook up the lifting shackles correctly when using a wrecker to recover a jeep. When he pulled away with the wrecker, the jeep tore loose. | U M A O CNF |
| 11. This soldier was given a badge for driving 2 years without an accident. | U M A O CNR |
| 12. This soldier, while driving a howitzer, exceeded the safe speed and pivoted the gun too sharply. He hit a sidewalk, causing damage to personal property as well as the gun. | U M A O CNR |
| 13. This soldier was assigned to recover a 2 1/2 ton. When he arrived at the disabled vehicle, he hooked up the tow bar, made the proper connections, rigged a safety chain between the inside of the bumper and the hoist hook, and raised the vehicle off of its front wheels. The 2 1/2 ton was successfully towed back to the shop. | U M A O CNR |
| 14. While driving a 1/4 ton vehicle on commitment, this soldier started off in second gear. | U M A O CNR |

D. Vehicle and Equipment Operations -- Drive or operate heavy mechanical equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

-
- | | | | | | |
|--|---|---|---|---|-----|
| 15. While driving his tank during a field training exercise, this soldier always looked for the best route to travel and the best battle positions to park the tank. | U | M | A | O | CNR |
| 16. This soldier was sent to recover a 1 1/4 ton that had gone over on its side on a hill. He rigged the vehicle incorrectly before pulling it, causing about \$500.00 more damage than the accident had caused. | U | M | A | O | CNR |
| 17. This soldier was driving too fast in a night convoy and hit the vehicle ahead of him/her when he/she rounded a curve and found the convoy had stopped. | U | M | A | O | CNR |
| 18. While driving across an open field, this soldier drove into a swamp and then shifted gears. As a result, his tank became stuck in the swamp and had to be pulled out. | U | M | A | O | CNR |
| 19. This soldier used the proper passive defense procedures when he/she encountered sniper fire. | U | M | A | O | CNR |
| 20. This soldier failed to move his howitzer into position. This resulted in a delay for the entire section. | U | M | A | O | CNR |

M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. When assigned to be flank security for his squad, this soldier moved back into the formation when the vegetation became too thick and moved back out when it thinned. | U M A O CNR |
| 2. This soldier failed to lower his head while a Claymore mine was fired. He was injured by the back blast. | U M A O CNR |
| 3. This soldier was assigned to escort a new prisoner to his cell in the confinement facility. The prisoner had cooperated fully with all of the other soldiers and authorities at the confinement facility. However, this soldier verbally abused and criticized the new prisoner, even though the prisoner was being cooperative. | U M A O CNR |
| 4. This soldier's unit was pinned down by an automatic weapon position. This soldier jumped up and threw a grenade, destroying the enemy position. But the soldier was killed, too. | U M A O CNR |
| 5. This soldier got lost during a land navigation exercise. A search party found him several clicks away from his destination. | U M A O CNR |
| 6. After finding a soldier who had been exposed to a nerve agent, this soldier first put on his protective mask, and administered the antidote to himself. He then masked the casualty, administered the antidote to the patient and called for further medical assistance. | U M A O CNR |
| 7. This soldier was instructed not to chamber a round into his M16, but did so anyway. Later, while on patrol, he was surprised by another soldier. This soldier automatically fired, seriously injuring the other soldier. | U M A O CNR |
| 8. During a field exercise, this soldier failed to perform his assigned duties of constructing a fighting position, establishing a listening post and installing a telephone. | U M A O CNR |
| 9. While performing field duties at a dismount point, this soldier failed to use a sign/countersign challenge when an individual entered the company area. | U M A O CNR |
| 10. During this soldier's tour of guard duty, the field officer of the day and the officer of the guard approached. This soldier aggressively challenged them and displayed thorough knowledge of his responsibilities. As a result, the company was helped in achieving outstanding ratings. | U M A O CNR |
| 11. Although he was inexperienced in the handling of explosives, this soldier claimed he had worked with TNT. He accidentally set off the TNT, however, killing himself and an NCOIC. | U M A O CNR |
| 12. Because this soldier did not know how to disassemble his .45 caliber pistol, another soldier had to help him do it. | U M A O CNR |
| 13. This soldier was assigned the task of constructing a machinegun emplacement on the perimeter. He constructed the position using good concealment and cover. He then properly filled out his range card with the correct fields of fire and final protective line. | U M A O CNR |

M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

-
- | | |
|---|-------------|
| 14. On an FTX this soldier, who was serving as the compass man, took the patrol on a pre-planned route to the objective rallying point. This soldier also successfully guided the patrol back to the point of origin. | U M A O CNR |
| 15. Even with the instructions right in front of him, this soldier could not decontaminate his skin with the decontamination kit. | U M A O CNR |
| 16. This soldier searched a POW in a field environment. The soldier failed to search the subject below the waist. Consequently, the POW pulled out a knife and killed the soldier. | U M A O CNR |
| 17. This soldier was not using his bayonet-rifle aggressively during training and probably would have lost a confrontation with an opponent. | U M A O CNR |
| 18. When this soldier, who was point man on a reconnaissance patrol, noticed a shack to the front, he got the attention of the leader before the patrol walked into a suspected enemy position. | U M A O CNR |
| 19. This soldier observed a prisoner attempting to escape over a fence. The soldier ordered the prisoner to halt and was able to apprehend the prisoner without firing any shots. | U M A O CNR |
| 20. Even with hours of practice this soldier was unable to throw a grenade through a window from more than 10' away. | U M A O CNR |

Name: _____

Behavioral Incident Standard Setting Questionnaire

13B - CANNON CREWMEMBER

In this section of the workshop we would like you to help us set job performance standards on two or three broad performance areas that apply to the MOS that you are rating. For each area, twenty behavioral incidents, or examples of performance, have been provided by other SMEs as samples of the types of behaviors that fit each area. These examples come from a number of different MOS and they vary in level of effectiveness. Thus, some incidents illustrate poor performance and some illustrate good performance, but they all illustrate performance within a particular type of job behavior.

For each area, read the definition and think of similar types of tasks that are performed in the MOS that you are rating. Then for each behavioral incident ask yourself the following question:

If a soldier CONSISTENTLY performed duties in this area at a level of effectiveness like the example incident, what kind of soldier would this be?

Refer to the one-page handout containing the definitions of Unacceptable, Marginal, Acceptable, and Outstanding performance to guide you as you make your ratings. Make your ratings by thinking of similar types of incidents for your MOS. Circle the letter that matches that level of effectiveness of incident. If any incident is so unfamiliar that you cannot decide what level of performance effectiveness it represents, then circle CNR for "cannot rate." Please make sure that you circle only one response for each example.

Remember: As you make your ratings, think about soldiers who have about 24 months of service in this MOS after Basic and AIT. Also keep in mind all that you know about the full range of duty assignments for this MOS.

Example:

Demonstrate Leadership -- Demonstrate leadership and maturity. Act as a model, give direction and instruction to peers, support peers and/or provide informal counseling; and promote a positive public image of the military.

1. This soldier spent many duty and non-duty hours learning his new MOS. In a few months, he was tops in his MOS and was selected as the first E-4 to evaluate other soldiers in the MOS.

U M A ☒ CNR

The rater read the definition of Demonstrate Leadership and the example and decided that a soldier who consistently performed like this example would be demonstrating outstanding leadership. Therefore, the rater circled the "O" for Outstanding.

D. Vehicle and Equipment Operations -- Drive or operate heavy mechanical equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. While this soldier was driving an 8 ton goer up a hill, the transmission locked. When the soldier tried to force it by stepping on the gas pedal, the engine blew up. | U M A O CNR |
| 2. As the driver of an M60A1 on a road march, this soldier maintained the proper interval between his vehicle and the one in front of his, and also maneuvered properly through different types of terrain. | U M A O CNR |
| 3. While driving an M915 hauling hazardous cargo, this soldier drove the truck through a tunnel. | U M A O CNR |
| 4. During a tactical road march on an ARTEP, this soldier's tank came under enemy fire. He quickly and successfully maneuvered the tank to a safe location using proper terrain features. | U M A O CNR |
| 5. This soldier overloaded the hoist capacity and was reckless when the load was in the air. His actions resulted in the injury of one man and damage to the vehicle and the hoist. | U M A O CNR |
| 6. While driving the tank to the wash rack, this soldier failed to use a ground guide. He hit a car and a fence while he was backing up. | U M A O CNR |
| 7. While driving a tractor and 5000 gallon tanker on an icy road, the tanker started to jack knife. The soldier carefully steered the vehicle and got control of the tanker before crashing. | U M A O CNR |
| 8. This soldier failed to use a rear ground guide when backing up the tank. He smashed into another tank, damaging both tanks. | U M A O CNR |
| 9. While delivering cargo to soldiers in the field at night, this soldier's vehicle got stuck. This soldier used the self recovery system to free the vehicle. | U M A O CNR |
| 10. This soldier did not hook up the lifting shackles correctly when using a wrecker to recover a jeep. When he pulled away with the wrecker, the jeep tore loose. | U M A O CNR |
| 11. This soldier was given a badge for driving 2 years without an accident. | U M A O CNR |
| 12. This soldier, while driving a howitzer, exceeded the safe speed and pivoted the gun too sharply. He hit a sidewalk, causing damage to personal property as well as the gun. | U M A O CNR |
| 13. This soldier was assigned to recover a 2 1/2 ton. When he arrived at the disabled vehicle, he hooked up the tow bar, made the proper connections, rigged a safety chain between the inside of the bumper and the hoist hook, and raised the vehicle off of its front wheels. The 2 1/2 ton was successfully towed back to the shop. | U M A O CNR |
| 14. While driving a 1/4 ton vehicle on commitment, this soldier started off in second gear. | U M A O CNR |

D. Vehicle and Equipment Operations -- Drive or operate heavy mechanical equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

-
- | | |
|--|-------------|
| 15. While driving his tank during a field training exercise, this soldier always looked for the best route to travel and the best battle positions to park the tank. | U M A O CNR |
| 16. This soldier was sent to recover a 1 1/4 ton that had gone over on its side on a hill. He rigged the vehicle incorrectly before pulling it, causing about \$500.00 more damage than the accident had caused. | U M A O CNR |
| 17. This soldier was driving too fast in a night convoy and hit the vehicle ahead of him/her when he/she rounded a curve and found the convoy had stopped. | U M A O CNR |
| 18. While driving across an open field, this soldier drove into a swamp and then shifted gears. As a result, his tank became stuck in the swamp and had to be pulled out. | U M A O CNR |
| 19. This soldier used the proper passive defense procedures when he/she encountered sniper fire. | U M A O CNR |
| 20. This soldier failed to move his howitzer into position. This resulted in a delay for the entire section. | U M A O CNR |

M. Individual Combat - Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. When assigned to be flank security for his squad, this soldier moved back into the formation when the vegetation became too thick and moved back out when it thinned. | U M A O CNR |
| 2. This soldier failed to lower his head while a Claymore mine was fired. He was injured by the back blast. | U M A O CNR |
| 3. This soldier was assigned to escort a new prisoner to his cell in the confinement facility. The prisoner had cooperated fully with all of the other soldiers and authorities at the confinement facility. However, this soldier verbally abused and criticized the new prisoner, even though the prisoner was being cooperative. | U M A O CNR |
| 4. This soldier's unit was pinned down by an automatic weapon position. This soldier jumped up and threw a grenade, destroying the enemy position. But the soldier was killed, too. | U M A O CNR |
| 5. This soldier got lost during a land navigation exercise. A search party found him several clicks away from his destination. | U M A O CNR |
| 6. After finding a soldier who had been exposed to a nerve agent, this soldier first put on his protective mask, and administered the antidote to himself. He then masked the casualty, administered the antidote to the patient and called for further medical assistance. | U M A O CNR |
| 7. This soldier was instructed not to chamber a round into his M16, but did so anyway. Later, while on patrol, he was surprised by another soldier. This soldier automatically fired, seriously injuring the other soldier. | U M A O CNR |
| 8. During a field exercise, this soldier failed to perform his assigned duties of constructing a fighting position, establishing a listening post and installing a telephone. | U M A O CNR |
| 9. While performing field duties at a dismount point, this soldier failed to use a sign/countersign challenge when an individual entered the company area. | U M A O CNR |
| 10. During this soldier's tour of guard duty, the field officer of the day and the officer of the guard approached. This soldier aggressively challenged them and displayed thorough knowledge of his responsibilities. As a result, the company was helped in achieving outstanding ratings. | U M A O CNR |
| 11. Although he was inexperienced in the handling of explosives, this soldier claimed he had worked with TNT. He accidentally set off the TNT, however, killing himself and an NCOIC. | U M A O CNR |
| 12. Because this soldier did not know how to disassemble his .45 caliber pistol, another soldier had to help him do it. | U M A O CNR |
| 13. This soldier was assigned the task of constructing a machinegun emplacement on the perimeter. He constructed the position using good concealment and cover. He then properly filled out his range card with the correct fields of fire and final protective line. | U M A O CNR |

M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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- | | |
|---|-------------|
| 14. On an FTX this soldier, who was serving as the compass man, took the patrol on a pre-planned route to the objective rallying point. This soldier also successfully guided the patrol back to the point of origin. | U M A O CNR |
| 15. Even with the instructions right in front of him, this soldier could not decontaminate his skin with the decontamination kit. | U M A O CNR |
| 16. This soldier searched a POW in a field environment. The soldier failed to search the subject below the waist. Consequently, the POW pulled out a knife and killed the soldier. | U M A O CNR |
| 17. This soldier was not using his bayonet-rifle aggressively during training and probably would have lost a confrontation with an opponent. | U M A O CNR |
| 18. When this soldier, who was point man on a reconnaissance patrol, noticed a shack to the front, he got the attention of the leader before the patrol walked into a suspected enemy position. | U M A O CNR |
| 19. This soldier observed a prisoner attempting to escape over a fence. The soldier ordered the prisoner to halt and was able to apprehend the prisoner without firing any shots. | U M A O CNR |
| 20. Even with hours of practice this soldier was unable to throw a grenade through a window from more than 10' away. | U M A O CNR |

N. Crew Served Weapons -- Operate and fire direct and indirect crew served weapons.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. While uploading ammo for tank gunnery, this soldier and his crew loaded all of the ammo in the vehicle, secured all of it in storage racks, and counted all of the rounds. As a result, there were no safety violations. | U M A O CNR |
| 2. This soldier erected the camouflage net too close to the cannon tube. When the cannon fired, it ripped holes in the net. | U M A O CNR |
| 3. After receiving the fire command, this soldier missed the target because his boresight was incorrect. The TC gave the soldier a mil adjustment, but the round still hit short. | U M A O CNR |
| 4. Although the soldier was given a quadrant of 300, he set 600 on the sight. When the chief fired the weapon, the round went beyond the target. | U M A O CNR |
| 5. This soldier quickly brought the howitzer within plus or minus ten mils deflection. | U M A O CNR |
| 6. During a training exercise, when assigned to set out the collimator, this soldier constantly failed to place sand bags on the legs of the collimator to prevent the shock of the weapon from knocking it down. | U M A O CNR |
| 7. This soldier carefully camouflaged his M60A1 tank with brushes and branches. As a result, his tank was not seen by the enemy. | U M A O CNR |
| 8. When given the proper command to execute and prepare to fire an M60A1, this soldier properly looked through his sights, identified the target and fired a round out to engage the target. | U M A O CNR |
| 9. This soldier let the loading tray swing back and forth when he was loading the round into the howitzer. This resulted in the round falling to the ground, damaging the fuze. | U M A O CNR |
| 10. During a FTX, this soldier set off a 100-mil deflection error in laying the weapon. He then asked the section chief to double-check his job. | U M A O CNR |
| 11. This soldier was boresighting the main gun for an ARTEP. He failed to turn the normal/boresight switch to boresight, causing the tank to miss all enemy tanks. | U M A O CNR |
| 12. During a direct fire mission, this soldier had three direct hits on target. | U M A O CNR |
| 13. This soldier was responsible for performing prefire checks (computer self-test, boresighting, zero pressure checks, TC override, and ammo select unit) to ensure proper operation. He performed these checks correctly according to TM SOP, thereby ensuring that the equipment was completely operational. | U M A O CNR |
| 14. When this soldier was unloading the main gun of the tank, he lowered the breech operating handle, but later failed to lock the handle back in the up position. This could have resulted in the handle coming open on its own and injuring a person nearby. | U M A O CNR |
| 15. This soldier did not adequately camouflage the howitzer. | U M A O CNR |

N. Crew Served Weapons -- Operate and fire direct and indirect crew served weapons.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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|--|-------------|
| 16. The soldier in charge of storing ammunition did not prepare enough projectiles for a mission. | U M A O CNR |
| 17. When this soldier's collimator was knocked down, he quickly opened his top scale, went to the deflection he had set out for his aiming circle, and emplaced his collimator again. | U M A O CNR |
| 18. This soldier was assigned as a tank gunner, but had no prior experience. Instead of taking his time to learn how to identify targets and make a proper sight picture, he rushed through them, resulting in poor performance. | U M A O CNR |
| 19. This soldier put up the camouflage net over the howitzer according to standard operating procedures. | U M A O CNR |
| 20. During a FTX in darkness, this soldier could not find the aiming circle with his panoramic telescope. As a result, his section was not able to lay the howitzer within the time limit. | U M A O CNR |

Name: _____

Behavioral Incident Standard Setting Questionnaire

27E - TOE/DRAGON REPAIRER

In this section of the workshop we would like you to help us set job performance standards on two or three broad performance areas that apply to the MOS that you are rating. For each area, twenty behavioral incidents, or examples of performance, have been provided by other SMEs as samples of the types of behaviors that fit each area. These examples come from a number of different MOS and they vary in level of effectiveness. Thus, some incidents illustrate poor performance and some illustrate good performance, but they all illustrate performance within a particular type of job behavior.

For each area, read the definition and think of similar types of tasks that are performed in the MOS that you are rating. Then for each behavioral incident ask yourself the following question:

If a soldier CONSISTENTLY performed duties in this area at a level of effectiveness like the example incident, what kind of soldier would this be?

Refer to the one-page handout containing the definitions of Unacceptable, Marginal, Acceptable, and Outstanding performance to guide you as you make your ratings. Make your ratings by thinking of similar types of incidents for your MOS. Circle the letter that matches that level of effectiveness of incident. If any incident is so unfamiliar that you cannot decide what level of performance effectiveness it represents, then circle CNR for "cannot rate." Please make sure that you circle only one response for each example.

Remember: As you make your ratings, think about soldiers who have about 24 months of service in this MOS after Basic and AIT. Also keep in mind all that you know about the full range of duty assignments for this MOS.

Example:

Demonstrate Leadership -- Demonstrate leadership and maturity. Act as a model, give direction and instruction to peers; support peers and/or provide informal counseling; and promote a positive public image of the military.

1. This soldier spent many duty and non-duty hours learning his new MOS. In a few months, he was tops in his MOS and was selected as the first E-4 to evaluate other soldiers in the MOS.

U M A ☒ O CNR

The rater read the definition of Demonstrate Leadership and the example and decided that a soldier who consistently performed like this example would be demonstrating outstanding leadership. Therefore, the rater circled the "O" for Outstanding.

B. Electrical and Electronic Systems Maintenance -- Inspect, install, maintain, or repair electrical or electronic equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. When the generator powering an AN/GRC - 142 stopped running, this soldier switched power to another generator. He/she identified the problem and repaired the generator. | U M A O CNR |
| 2. While on an FTX, the radio that this soldier was operating went out of tune. The soldier failed to troubleshoot the radio. Instead, he/she waited for a repair person. It was found that the radio only needed a minor adjustment which should have been done by the operator. | U M A O CNR |
| 3. This soldier told his/her section chief that he/she had installed a new 106 radio in the van as instructed and that it was working well. When the section chief checked the radio, however, it was still not working right. This resulted in the job having to be done over. | U M A O CNR |
| 4. While this soldier was inspecting a generator that was in use, it back-fired. He/she was not wearing hearing protection and lost his/her hearing in both ears. | U M A O CNR |
| 5. This soldier correctly replaced a defective wiring harness on a 3/4 ton trailer. | U M A O CNR |
| 6. On an alert, a soldier team was sent to a town in Germany to establish communication with home base. They could not get power from the generator to the rig, so one soldier checked to see if the circuit breaker was on. Then he/she checked to see if the switch box on the generator was on the correct position, and it was. He/she finally located the problem when he/she checked to see if the power cord was properly connected to the switch box. | U M A O CNR |
| 7. While on a two-day mission, this soldier failed to troubleshoot the AN/GRC 106. The soldier failed to notice that a fuse had blown in the teletype. This caused the rig to be down for two hours. | U M A O CNR |
| 8. While on an FTX, this soldier was ordered to install and operate a radio wire integration facility. The soldier installed the facility according to the manual. | U M A O CNR |
| 9. Assigned to repair the generator on a 2 1/2 ton, this soldier determined that the problem was simply due to a loose wire. | U M A O CNR |
| 10. This soldier was assigned to repair a faulty brake light system on a 5 ton. He/she used a multimeter to trace the wiring system from the inner connectors forward, but he/she failed to find the problem--a cut wire in the turn signal wiring harness. He/she instead replaced the master switch, which did not bring the system back to operation. | U M A O CNR |
| 11. Upon returning from the field, this soldier was told to turn in a defective modem. Instead of turning it in, the soldier located the problem and repaired the modem. Thus, the AN/GRC 142 B was kept off deadline status. | U M A O CNR |
| 12. This soldier did not install the cryptograph equipment correctly. As a result, symptoms indicated that another piece of equipment, a TT4, was the problem. His/her error made the problem difficult and time consuming to identify. | U M A O CNR |

B. Electrical and Electronic Systems Maintenance -- Inspect, install, maintain, or repair electrical or electronic equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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- | | |
|--|-------------|
| 13. There was no output from a 3 KW generator being used in the field. Without supervision, this soldier used a multimeter to correctly trace the problem to a faulty regulator. | U M A O CNR |
| 14. When replacing the wiring harness on a 1.5 KW generator, this soldier connected the wires backwards. This caused the power box to burn out. | U M A O CNR |
| 15. After replacing the starter in an M151A2, this soldier started the vehicle to insure that it worked correctly and also hooked up the STE-ICE to check the current flow. | U M A O CNR |
| 16. While operating a teletype, this soldier noticed that a fuse was blown. The soldier replaced the blown fuse with one of a different size. This could have caused the teletype to burn up. | U M A O CNR |
| 17. When a gamma goat with an electrical problem was brought in, this soldier connected the STE-ICE to the electrical harness and followed the technical manual procedures for troubleshooting. He/she correctly determined that a bad wire in the main harness was causing the problem. | U M A O CNR |
| 18. This soldier was unable to determine which tool should be used to remove an electrical cable from a 2 1/2 ton. | U M A O CNR |
| 19. After observing a class on installing and operating a radio set (AN/PRC 77), this soldier was able to perform each step that was outlined during the class. | U M A O CNR |
| 20. When the headlights would not work on a 2 1/2 ton, this soldier first tightened the cannon plug and then replaced the master light switch in an effort to fix the problem. Had he/she taken the time to troubleshoot, he/she would have found that a wire was simply disconnected. | U M A O CNR |

H. Clerical -- Type; follow standard procedures to complete forms, copy, file, and retrieve information; distribute, inspect, store, and ship materials.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|--|-------------|
| 1. This soldier typed a message in 16-line format and transmitted it within the prescribed time. | U M A O CNR |
| 2. When performing a PMCS in preparation for dispatch, this soldier did not properly fill out the DA 2404 heading. He also failed to record on the form several deficiencies with the vehicle. | U M A O CNR |
| 3. This soldier left the motor pool without ensuring that his/her log book was complete. He/she was later involved in an accident and was subsequently reprimanded for not having the proper forms on hand. | U M A O CNR |
| 4. After being involved in a minor accident in a small town, this soldier filled out Form 91 completely and correctly, obtained a list of witnesses, and filed a complete report. | U M A O CNR |
| 5. The soldier's job was to type routine letters and endorsements. Because he/she types slowly, he/she falls behind in work. | U M A O CNR |
| 6. This soldier did not record shots given to soldiers on their individual shot records. As a result, many soldiers were given shots over again. | U M A O CNR |
| 7. This soldier was taking an inventory of equipment stored in a chest. He/she was careful to follow the inventory sheet to ensure that the chest was properly loaded. | U M A O CNR |
| 8. When assigned to type monthly reports for Higher HQ, this soldier often submits reports with numerous errors and strikeouts. These errors must be corrected, thus the reports are often late. | U M A O CNR |
| 9. This soldier is required to pick up mail in the unit mailroom once a day and hold a mail call hour. One day after mail call hour, this soldier took the remaining mail and kept it in his/her room overnight rather than returning it to the unit mailroom. | U M A O CNR |
| 10. This soldier wrote a 1408 (Armed Forces Traffic Ticket) without making any errors. | U M A O CNR |
| 11. When this newly assigned soldier was asked to type a draft letter, he/she could not operate the typewriter, could not spell, used improper abbreviations, and could not follow the provided format. As a result, another soldier was asked to type the draft letter. | U M A O CNR |
| 12. This soldier did not have the receiving soldier sign the GBL document when he/she dropped off his/her \$150,000 load. The receiving unit later claimed they had never received the load, and the soldier was liable for the cargo. | U M A O CNR |
| 13. When assigned to file letters and documents, this soldier failed to sort documents in alphabetical and numerical order. As a result, other office personnel spent many hours trying to locate these documents in the files. | U M A O CNR |
| 14. When instructed to type a draft in final form, this soldier submitted a typed copy with no strikeouts and with erasures that were neat and legible. The final product reflected the 'textbook' image. | U M A O CNR |

- H. Clerical - Type; follow standard procedures to complete forms, copy, file, and retrieve information; distribute, inspect, store, and ship materials.

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| 15. When personal mail appeared along with distribution documents, this soldier failed to forward the personal mail to the unit mailroom as per Army regulations. | U M A O CNR |
| 16. When instructed to prepare a form (DA Form 3964) to transfer the accountability of a SECRET document to an NCO, this soldier prepared the form accurately. | U M A O CNR |
| 17. On a Monday, this soldier was tasked to type a training schedule for a suspense of Friday. The task was finished on Wednesday. | U M A O CNR |
| 18. When dispatching keys, this soldier failed to sign them out properly, resulting in some of the keys being lost. | U M A O CNR |
| 19. When assigned to prepare a request for approval of a form, this soldier prepared five copies and prepared a numerical as well as a functional control card for the form. | U M A O CNR |
| 20. Although this soldier knew nothing about the unit filing system, he/she offered to update the system. This soldier could not complete the job alone and asked another soldier for help. | U M A O CNR |

M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
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- | | |
|---|-------------|
| 1. When assigned to be flank security for his squad, this soldier moved back into the formation when the vegetation became too thick and moved back out when it thinned. | U M A O CNR |
| 2. This soldier failed to lower his head while a Claymore mine was fired. He was injured by the back blast. | U M A O CNR |
| 3. This soldier was assigned to escort a new prisoner to his cell in the confinement facility. The prisoner had cooperated fully with all of the other soldiers and authorities at the confinement facility. However, this soldier verbally abused and criticized the new prisoner, even though the prisoner was being cooperative. | U M A O CNR |
| 4. This soldier's unit was pinned down by an automatic weapon position. This soldier jumped up and threw a grenade, destroying the enemy position. But the soldier was killed, too. | U M A O CNR |
| 5. This soldier got lost during a land navigation exercise. A search party found him several clicks away from his destination. | U M A O CNR |
| 6. After finding a soldier who had been exposed to a nerve agent, this soldier first put on his protective mask, and administered the antidote to himself. He then masked the casualty, administered the antidote to the patient and called for further medical assistance. | U M A O CNR |
| 7. This soldier was instructed not to chamber a round into his M16, but did so anyway. Later, while on patrol, he was surprised by another soldier. This soldier automatically fired, seriously injuring the other soldier. | U M A O CNR |
| 8. During a field exercise, this soldier failed to perform his assigned duties of constructing a fighting position, establishing a listening post and installing a telephone. | U M A O CNR |
| 9. While performing field duties at a dismount point, this soldier failed to use a sign/countersign challenge when an individual entered the company area. | U M A O CNR |
| 10. During this soldier's tour of guard duty, the field officer of the day and the officer of the guard approached. This soldier aggressively challenged them and displayed thorough knowledge of his responsibilities. As a result, the company was helped in achieving outstanding ratings. | U M A O CNR |
| 11. Although he was inexperienced in the handling of explosives, this soldier claimed he had worked with TNT. He accidentally set off the TNT, however, killing himself and an NCOIC. | U M A O CNR |
| 12. Because this soldier did not know how to disassemble his .45 caliber pistol, another soldier had to help him do it. | U M A O CNR |
| 13. This soldier was assigned the task of constructing a machinegun emplacement on the perimeter. He constructed the position using good concealment and cover. He then properly filled out his range card with the correct fields of fire and final protective line. | U M A O CNR |

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- | | |
|---|-------------|
| 14. On an FTX this soldier, who was serving as the compass man, took the patrol on a pre-planned route to the objective rallying point. This soldier also successfully guided the patrol back to the point of origin. | U M A O CNR |
| 15. Even with the instructions right in front of him, this soldier could not decontaminate his skin with the decontamination kit. | U M A O CNR |
| 16. This soldier searched a POW in a field environment. The soldier failed to search the subject below the waist. Consequently, the POW pulled out a knife and killed the soldier. | U M A O CNR |
| 17. This soldier was not using his bayonet-rifle aggressively during training and probably would have lost a confrontation with an opponent. | U M A O CNR |
| 18. When this soldier, who was point man on a reconnaissance patrol, noticed a shack to the front, he got the attention of the leader before the patrol walked into a suspected enemy position. | U M A O CNR |
| 19. This soldier observed a prisoner attempting to escape over a fence. The soldier ordered the prisoner to halt and was able to apprehend the prisoner without firing any shots. | U M A O CNR |
| 20. Even with hours of practice this soldier was unable to throw a grenade through a window from more than 10' away. | U M A O CNR |

Name: _____

Behavioral Incident Standard Setting Questionnaire

29E - RADIO REPAIRER

In this section of the workshop we would like you to help us set job performance standards on two or three broad performance areas that apply to the MOS that you are rating. For each area, twenty behavioral incidents, or examples of performance, have been provided by other SMEs as samples of the types of behaviors that fit each area. These examples come from a number of different MOS and they vary in level of effectiveness. Thus, some incidents illustrate poor performance and some illustrate good performance, but they all illustrate performance within a particular type of job behavior.

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If a soldier CONSISTENTLY performed duties in this area at a level of effectiveness like the example incident, what kind of soldier would this be?

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Remember: As you make your ratings, think about soldiers who have about 24 months of service in this MOS after Basic and AIT. Also keep in mind all that you know about the full range of duty assignments for this MOS.

Example:

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1. This soldier spent many duty and non-duty hours learning his new MOS. In a few months, he was tops in his MOS and was selected as the first E-4 to evaluate other soldiers in the MOS.

U M A ☒ CNR

The rater read the definition of Demonstrate Leadership and the example and decided that a soldier who consistently performed like this example would be demonstrating outstanding leadership. Therefore, the rater circled the "O" for Outstanding.

B. Electrical and Electronic Systems Maintenance - Inspect, install, maintain, or repair electrical or electronic equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. When the generator powering an AN/GRC - 142 stopped running, this soldier switched power to another generator. He/she identified the problem and repaired the generator. | U M A O CNR |
| 2. While on an FTX, the radio that this soldier was operating went out of tune. The soldier failed to troubleshoot the radio. Instead, he/she waited for a repair person. It was found that the radio only needed a minor adjustment which should have been done by the operator. | U M A O CNR |
| 3. This soldier told his/her section chief that he/she had installed a new 106 radio in the van as instructed and that it was working well. When the section chief checked the radio, however, it was still not working right. This resulted in the job having to be done over. | U M A O CNR |
| 4. While this soldier was inspecting a generator that was in use, it back-fired. He/she was not wearing hearing protection and lost his/her hearing in both ears. | U M A O CNR |
| 5. This soldier correctly replaced a defective wiring harness on a 3/4 ton trailer. | U M A O CNR |
| 6. On an alert, a soldier team was sent to a town in Germany to establish communication with home base. They could not get power from the generator to the rig, so one soldier checked to see if the circuit breaker was on. Then he/she checked to see if the switch box on the generator was on the correct position, and it was. He/she finally located the problem when he/she checked to see if the power cord was properly connected to the switch box. | U M A O CNR |
| 7. While on a two-day mission, this soldier failed to troubleshoot the AN/GRC 106. The soldier failed to notice that a fuse had blown in the teletype. This caused the rig to be down for two hours. | U M A O CNR |
| 8. While on an FTX, this soldier was ordered to install and operate a radio wire integration facility. The soldier installed the facility according to the manual. | U M A O CNR |
| 9. Assigned to repair the generator on a 2 1/2 ton, this soldier determined that the problem was simply due to a loose wire. | U M A O CNR |
| 10. This soldier was assigned to repair a faulty brake light system on a 5 ton. He/she used a multimeter to trace the wiring system from the inner connectors forward, but he/she failed to find the problem--a cut wire in the turn signal wiring harness. He/she instead replaced the master switch, which did not bring the system back to operation. | U M A O CNR |
| 11. Upon returning from the field, this soldier was told to turn in a defective modem. Instead of turning it in, the soldier located the problem and repaired the modem. Thus, the AN/GRC 142 B was kept off deadline status. | U M A O CNR |
| 12. This soldier did not install the cryptograph equipment correctly. As a result, symptoms indicated that another piece of equipment, a TT4, was the problem. His/her error made the problem difficult and time consuming to identify. | U M A O CNR |

B. Electrical and Electronic Systems Maintenance -- Inspect, install, maintain, or repair electrical or electronic equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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- | | |
|--|-------------|
| 13. There was no output from a 3 KW generator being used in the field. Without supervision, this soldier used a multimeter to correctly trace the problem to a faulty regulator. | U M A O CNR |
| 14. When replacing the wiring harness on a 1.5 KW generator, this soldier connected the wires backwards. This caused the power box to burn out. | U M A O CNR |
| 15. After replacing the starter in an M151A2, this soldier started the vehicle to insure that it worked correctly and also hooked up the STE-ICE to check the current flow. | U M A O CNR |
| 16. While operating a teletype, this soldier noticed that a fuse was blown. The soldier replaced the blown fuse with one of a different size. This could have caused the teletype to burn up. | U M A O CNR |
| 17. When a gamma goat with an electrical problem was brought in, this soldier connected the STE-ICE to the electrical harness and followed the technical manual procedures for troubleshooting. He/she correctly determined that a bad wire in the main harness was causing the problem. | U M A O CNR |
| 18. This soldier was unable to determine which tool should be used to remove an electrical cable from a 2 1/2 ton. | U M A O CNR |
| 19. After observing a class on installing and operating a radio set (AN/PRC 77), this soldier was able to perform each step that was outlined during the class. | U M A O CNR |
| 20. When the headlights would not work on a 2 1/2 ton, this soldier first tightened the cannon plug and then replaced the master light switch in an effort to fix the problem. Had he/she taken the time to troubleshoot, he/she would have found that a wire was simply disconnected. | U M A O CNR |

- I. Communication -- Give and receive information using oral, written, and hand/arm signals. Read manuals, publications, maps, etc. Provide counseling.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|--|-------------|
| 1. This soldier failed to review a case before testifying in court. As a result, he/she was unable to answer some of the questions he/she was asked. | U M A O CNR |
| 2. When given 3 points to find on a land navigation course, this soldier got lost and could not finish the course because he/she could not read the map. | U M A O CNR |
| 3. This soldier was called to talk to a potential suicide victim who was threatening to jump off a bridge. The soldier remained calm while talking with the victim and was able to talk him/her down. | U M A O CNR |
| 4. When this soldier detected enemy movement, he/she reported this to his/her squad leader by using the proper hand and arm signals. The platoon moved back and avoided enemy contact. | U M A O CNR |
| 5. This soldier asked a subject several incriminating questions before advising the subject of his/her rights. As a result, some of the most serious charges against the subject had to be dropped. | U M A O CNR |
| 6. While on patrol, this soldier observed a soldier with his/her field jacket unbuttoned. The soldier instructed the soldier to button his/her field jacket and explained the applicable uniform regulation to him/her. | U M A O CNR |
| 7. This new soldier was assigned the task of helping to start a new system for routing correspondence. He/she submitted a detailed written proposal for completely reorganizing the message center routing system. The system was implemented, resulting in the different sections receiving their mail and distribution in a more timely manner. | U M A O CNR |
| 8. During a routine brake adjustment, this soldier was unable to locate the adjustment settings in the technical manual. | U M A O CNR |
| 9. While this soldier was serving as the office receptionist, a soldier came in requesting help with a personnel action. Because the soldier was uncertain about which office was responsible for processing the action, he/she made several phone calls and then referred the soldier to the correct office. As a result, the soldier was able to obtain quick and efficient service on the action. | U M A O CNR |
| 10. During his/her off-duty hours, this soldier taught himself/herself how to work puppets so that he/she could use them to teach children about crime prevention and safety. His/her presentations were so successful, that schools in the area requested him/her personally and the crime prevention and safety program was expanded. | U M A O CNR |
| 11. During daylight this soldier wrote the patrol order in red ink. When he/she had to read it at night using a red lens flashlight because of light discipline, he/she was unable to see the red ink. He/she had to take the red filter off the flashlight, which jeopardized the position of the team. | U M A O CNR |
| 12. This soldier, while on routine patrol, observed two soldiers in an argument with each other. The soldier talked to the two soldiers and, without the threat of force, convinced them to go about their business. | U M A O CNR |

- I. Communication -- Give and receive information using oral, written, and hand/arm signals. Read manuals, publications, maps, etc. Provide counseling.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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| 13. When this soldier and a fellow soldier were separated from their unit during a move out, this soldier was able to use a map and compass to guide them back to their company's last command post. As a result, they linked up with friendly forces and were returned to their unit. | U M A O CNR |
| 14. This soldier refuses to consult technical manuals, even when he/she is not sure of what to do. As a result, other soldiers often have to finish up jobs that he/she starts. | U M A O CNR |
| 15. During a night move, the soldier in charge of signalling the truck behind him with a red lens light failed to turn off the light when his truck stopped. As a result, the truck behind him rammed into the tube of the howitzer, causing extensive damage to both the howitzer and the truck. | U M A O CNR |
| 16. When asked questions by the company commander during an in-ranks inspection, this soldier could not describe how to shoot a back azimuth using a compass. He/she also was unable to answer questions about map reading. | U M A O CNR |
| 17. This soldier was given the task of transmitting a voice message. The soldier did not follow proper radio discipline. He/she used incorrect call signs and improper prosigns. | U M A O CNR |
| 18. This soldier was attempting to interview a woman whose husband was injured in a car accident. The soldier removed the woman from the scene of the accident before questioning her. This way the woman was able to calm down and give the soldier the necessary information. | U M A O CNR |
| 19. When assigned to the reception area to provide customer service, greet clients and answer phones, this soldier did not use proper tact. He/she was rude and offensive in dealing with clients. | U M A O CNR |
| 20. During Staff Weather Operations, this soldier was directed to establish communications with the National Guard. The soldier, after establishing voice communications, was able to tell the National Guard's radio operator how to set up teletype communications. | U M A O CNR |

M. Individual Combat - Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. When assigned to be flank security for his squad, this soldier moved back into the formation when the vegetation became too thick and moved back out when it thinned. | U M A O CNR |
| 2. This soldier failed to lower his head while a Claymore mine was fired. He was injured by the back blast. | U M A O CNR |
| 3. This soldier was assigned to escort a new prisoner to his cell in the confinement facility. The prisoner had cooperated fully with all of the other soldiers and authorities at the confinement facility. However, this soldier verbally abused and criticized the new prisoner, even though the prisoner was being cooperative. | U M A O CNR |
| 4. This soldier's unit was pinned down by an automatic weapon position. This soldier jumped up and threw a grenade, destroying the enemy position. But the soldier was killed, too. | U M A O CNR |
| 5. This soldier got lost during a land navigation exercise. A search party found him several clicks away from his destination. | U M A O CNR |
| 6. After finding a soldier who had been exposed to a nerve agent, this soldier first put on his protective mask, and administered the antidote to himself. He then masked the casualty, administered the antidote to the patient and called for further medical assistance. | U M A O CNR |
| 7. This soldier was instructed not to chamber a round into his M16, but did so anyway. Later, while on patrol, he was surprised by another soldier. This soldier automatically fired, seriously injuring the other soldier. | U M A O CNR |
| 8. During a field exercise, this soldier failed to perform his assigned duties of constructing a fighting position, establishing a listening post and installing a telephone. | U M A O CNR |
| 9. While performing field duties at a dismount point, this soldier failed to use a sign/countersign challenge when an individual entered the company area. | U M A O CNR |
| 10. During this soldier's tour of guard duty, the field officer of the day and the officer of the guard approached. This soldier aggressively challenged them and displayed thorough knowledge of his responsibilities. As a result, the company was helped in achieving outstanding ratings. | U M A O CNR |
| 11. Although he was inexperienced in the handling of explosives, this soldier claimed he had worked with TNT. He accidentally set off the TNT, however, killing himself and an NCOIC. | U M A O CNR |
| 12. Because this soldier did not know how to disassemble his .45 caliber pistol, another soldier had to help him do it. | U M A O CNR |
| 13. This soldier was assigned the task of constructing a machinegun emplacement on the perimeter. He constructed the position using good concealment and cover. He then properly filled out his range card with the correct fields of fire and final protective line. | U M A O CNR |

M. Individual Combat - Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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- | | |
|---|-------------|
| 14. On an FTX this soldier, who was serving as the compass man, took the patrol on a pre-planned route to the objective rallying point. This soldier also successfully guided the patrol back to the point of origin. | U M A O CNR |
| 15. Even with the instructions right in front of him, this soldier could not decontaminate his skin with the decontamination kit. | U M A O CNR |
| 16. This soldier searched a POW in a field environment. The soldier failed to search the subject below the waist. Consequently, the POW pulled out a knife and killed the soldier. | U M A O CNR |
| 17. This soldier was not using his bayonet-rifle aggressively during training and probably would have lost a confrontation with an opponent. | U M A O CNR |
| 18. When this soldier, who was point man on a reconnaissance patrol, noticed a shack to the front, he got the attention of the leader before the patrol walked into a suspected enemy position. | U M A O CNR |
| 19. This soldier observed a prisoner attempting to escape over a fence. The soldier ordered the prisoner to halt and was able to apprehend the prisoner without firing any shots. | U M A O CNR |
| 20. Even with hours of practice this soldier was unable to throw a grenade through a window from more than 10' away. | U M A O CNR |

Name: _____

Behavioral Incident Standard Setting Questionnaire

31C - SINGLE CHANNEL RADIO OPERATOR

In this section of the workshop we would like you to help us set job performance standards on two or three broad performance areas that apply to the MOS that you are rating. For each area, twenty behavioral incidents, or examples of performance, have been provided by other SMEs as samples of the types of behaviors that fit each area. These examples come from a number of different MOS and they vary in level of effectiveness. Thus, some incidents illustrate poor performance and some illustrate good performance, but they all illustrate performance within a particular type of job behavior.

For each area, read the definition and think of similar types of tasks that are performed in the MOS that you are rating. Then for each behavioral incident ask yourself the following question:

If a soldier CONSISTENTLY performed duties in this area at a level of effectiveness like the example incident, what kind of soldier would this be?

Refer to the one-page handout containing the definitions of Unacceptable, Marginal, Acceptable, and Outstanding performance to guide you as you make your ratings. Make your ratings by thinking of similar types of incidents for your MOS. Circle the letter that matches that level of effectiveness of incident. If any incident is so unfamiliar that you cannot decide what level of performance effectiveness it represents, then circle CNR for "cannot rate." Please make sure that you circle only one response for each example.

Remember: As you make your ratings, think about soldiers who have about 24 months of service in this MOS after Basic and AIT. Also keep in mind all that you know about the full range of duty assignments for this MOS.

Example:

Demonstrate Leadership -- Demonstrate leadership and maturity. Act as a model, give direction and instruction to peers; support peers and/or provide informal counseling; and promote a positive public image of the military.

1. This soldier spent many duty and non-duty hours learning his new MOS. In a few months, he was tops in his MOS and was selected as the first E-4 to evaluate other soldiers in the MOS.

U M A ☒ CNR

The rater read the definition of Demonstrate Leadership and the example and decided that a soldier who consistently performed like this example would be demonstrating outstanding leadership. Therefore, the rater circled the "O" for Outstanding.

B. Electrical and Electronic Systems Maintenance -- Inspect, install, maintain, or repair electrical or electronic equipment.

U - Unacceptable M - Marginal A - Acceptable O - Outstanding CNR - Cannot Rate
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|---|-------------|
| 1. When the generator powering an AN/GRC - 142 stopped running, this soldier switched power to another generator. He/she identified the problem and repaired the generator. | U M A O CNR |
| 2. While on an FTX, the radio that this soldier was operating went out of tune. The soldier failed to troubleshoot the radio. Instead, he/she waited for a repair person. It was found that the radio only needed a minor adjustment which should have been done by the operator. | U M A O CNR |
| 3. This soldier told his/her section chief that he/she had installed a new 106 radio in the van as instructed and that it was working well. When the section chief checked the radio, however, it was still not working right. This resulted in the job having to be done over. | U M A O CNR |
| 4. While this soldier was inspecting a generator that was in use, it back-fired. He/she was not wearing hearing protection and lost his/her hearing in both ears. | U M A O CNR |
| 5. This soldier correctly replaced a defective wiring harness on a 3/4 ton trailer. | U M A O CNR |
| 6. On an alert, a soldier team was sent to a town in Germany to establish communication with home base. They could not get power from the generator to the rig, so one soldier checked to see if the circuit breaker was on. Then he/she checked to see if the switch box on the generator was on the correct position, and it was. He/she finally located the problem when he/she checked to see if the power cord was properly connected to the switch box. | U M A O CNR |
| 7. While on a two-day mission, this soldier failed to troubleshoot the AN/GRC 106. The soldier failed to notice that a fuse had blown in the teletype. This caused the rig to be down for two hours. | U M A O CNR |
| 8. While on an FTX, this soldier was ordered to install and operate a radio wire integration facility. The soldier installed the facility according to the manual. | U M A O CNR |
| 9. Assigned to repair the generator on a 2 1/2 ton, this soldier determined that the problem was simply due to a loose wire. | U M A O CNR |
| 10. This soldier was assigned to repair a faulty brake light system on a 5 ton. He/she used a multimeter to trace the wiring system from the inner connectors forward, but he/she failed to find the problem--a cut wire in the turn signal wiring harness. He/she instead replaced the master switch, which did not bring the system back to operation. | U M A O CNR |
| 11. Upon returning from the field, this soldier was told to turn in a defective modem. Instead of turning it in, the soldier located the problem and repaired the modem. Thus, the AN/GRC 142 B was kept off deadline status. | U M A O CNR |
| 12. This soldier did not install the cryptograph equipment correctly. As a result, symptoms indicated that another piece of equipment, a TT4, was the problem. His/her error made the problem difficult and time consuming to identify. | U M A O CNR |

B. Electrical and Electronic Systems Maintenance -- Inspect, install, maintain, or repair electrical or electronic equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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| 13. There was no output from a 3 KW generator being used in the field. Without supervision, this soldier used a multimeter to correctly trace the problem to a faulty regulator. | U | M | A | O | CNR |
| 14. When replacing the wiring harness on a 1.5 KW generator, this soldier connected the wires backwards. This caused the power box to burn out. | U | M | A | O | CNR |
| 15. After replacing the starter in an M151A2, this soldier started the vehicle to insure that it worked correctly and also hooked up the STE-ICE to check the current flow. | U | M | A | O | CNR |
| 16. While operating a teletype, this soldier noticed that a fuse was blown. The soldier replaced the blown fuse with one of a different size. This could have caused the teletype to burn up. | U | M | A | O | CNR |
| 17. When a gamma goat with an electrical problem was brought in, this soldier connected the STE-ICE to the electrical harness and followed the technical manual procedures for troubleshooting. He/she correctly determined that a bad wire in the main harness was causing the problem. | U | M | A | O | CNR |
| 18. This soldier was unable to determine which tool should be used to remove an electrical cable from a 2 1/2 ton. | U | M | A | O | CNR |
| 19. After observing a class on installing and operating a radio set (AN/PRC 77), this soldier was able to perform each step that was outlined during the class. | U | M | A | O | CNR |
| 20. When the headlights would not work on a 2 1/2 ton, this soldier first tightened the cannon plug and then replaced the master light switch in an effort to fix the problem. Had he/she taken the time to troubleshoot, he/she would have found that a wire was simply disconnected. | U | M | A | O | CNR |

- I. Communication -- Give and receive information using oral, written, and hand/arm signals. Read manuals, publications, maps, etc. Provide counseling.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

-
- | | |
|--|-------------|
| 1. This soldier failed to review a case before testifying in court. As a result, he/she was unable to answer some of the questions he/she was asked. | U M A O CNR |
| 2. When given 3 points to find on a land navigation course, this soldier got lost and could not finish the course because he/she could not read the map. | U M A O CNR |
| 3. This soldier was called to talk to a potential suicide victim who was threatening to jump off a bridge. The soldier remained calm while talking with the victim and was able to talk him/her down. | U M A O CNR |
| 4. When this soldier detected enemy movement, he/she reported this to his/her squad leader by using the proper hand and arm signals. The platoon moved back and avoided enemy contact. | U M A O CNR |
| 5. This soldier asked a subject several incriminating questions before advising the subject of his/her rights. As a result, some of the most serious charges against the subject had to be dropped. | U M A O CNR |
| 6. While on patrol, this soldier observed a soldier with his/her field jacket unbuttoned. The soldier instructed the soldier to button his/her field jacket and explained the applicable uniform regulation to him/her. | U M A O CNR |
| 7. This new soldier was assigned the task of helping to start a new system for routing correspondence. He/she submitted a detailed written proposal for completely reorganizing the message center routing system. The system was implemented, resulting in the different sections receiving their mail and distribution in a more timely manner. | U M A O CNR |
| 8. During a routine brake adjustment, this soldier was unable to locate the adjustment settings in the technical manual. | U M A O CNR |
| 9. While this soldier was serving as the office receptionist, a soldier came in requesting help with a personnel action. Because the soldier was uncertain about which office was responsible for processing the action, he/she made several phone calls and then referred the soldier to the correct office. As a result, the soldier was able to obtain quick and efficient service on the action. | U M A O CNR |
| 10. During his/her off-duty hours, this soldier taught himself/herself how to work puppets so that he/she could use them to teach children about crime prevention and safety. His/her presentations were so successful that schools in the area requested him/her personally and the crime prevention and safety program was expanded. | U M A O CNR |
| 11. During daylight this soldier wrote the patrol order in red ink. When he/she had to read it at night using a red lens flashlight because of light discipline, he/she was unable to see the red ink. He/she had to take the red filter off the flashlight, which jeopardized the position of the team. | U M A O CNR |
| 12. This soldier, while on routine patrol, observed two soldiers in an argument with each other. The soldier talked to the two soldiers and, without the threat of force, convinced them to go about their business. | U M A O CNR |

I. Communication -- Give and receive information using oral, written, and hand/arm signals. Read manuals, publications, maps, etc. Provide counseling.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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|---|-------------|
| 13. When this soldier and a fellow soldier were separated from their unit during a move out, this soldier was able to use a map and compass to guide them back to their company's last command post. As a result, they linked up with friendly forces and were returned to their unit. | U M A O CNR |
| 14. This soldier refuses to consult technical manuals, even when he/she is not sure of what to do. As a result, other soldiers often have to finish up jobs that he/she starts. | U M A O CNR |
| 15. During a night move, the soldier in charge of signalling the truck behind him with a red lens light failed to turn off the light when his truck stopped. As a result, the truck behind him rammed into the tube of the howitzer, causing extensive damage to both the howitzer and the truck. | U M A O CNR |
| 16. When asked questions by the company commander during an in-ranks inspection, this soldier could not describe how to shoot a back azimuth using a compass. He/she also was unable to answer questions about map reading. | U M A O CNR |
| 17. This soldier was given the task of transmitting a voice message. The soldier did not follow proper radio discipline. He/she used incorrect call signs and improper prosigns. | U M A O CNR |
| 18. This soldier was attempting to interview a woman whose husband was injured in a car accident. The soldier removed the woman from the scene of the accident before questioning her. This way the woman was able to calm down and give the soldier the necessary information. | U M A O CNR |
| 19. When assigned to the reception area to provide customer service, greet clients and answer phones, this soldier did not use proper tact. He/she was rude and offensive in dealing with clients. | U M A O CNR |
| 20. During Staff Weather Operations, this soldier was directed to establish communications with the National Guard. The soldier, after establishing voice communications, was able to tell the National Guard's radio operator how to set up teletype communications. | U M A O CNR |

M. Individual Combat - Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. When assigned to be flank security for his squad, this soldier moved back into the formation when the vegetation became too thick and moved back out when it thinned. | U M A O CNR |
| 2. This soldier failed to lower his head while a Claymore mine was fired. He was injured by the back blast. | U M A O CNR |
| 3. This soldier was assigned to escort a new prisoner to his cell in the confinement facility. The prisoner had cooperated fully with all of the other soldiers and authorities at the confinement facility. However, this soldier verbally abused and criticized the new prisoner, even though the prisoner was being cooperative. | U M A O CNR |
| 4. This soldier's unit was pinned down by an automatic weapon position. This soldier jumped up and threw a grenade, destroying the enemy position. But the soldier was killed, too. | U M A O CNR |
| 5. This soldier got lost during a land navigation exercise. A search party found him several clicks away from his destination. | U M A O CNR |
| 6. After finding a soldier who had been exposed to a nerve agent, this soldier first put on his protective mask, and administered the antidote to himself. He then masked the casualty, administered the antidote to the patient and called for further medical assistance. | U M A O CNR |
| 7. This soldier was instructed not to chamber a round into his M16, but did so anyway. Later, while on patrol, he was surprised by another soldier. This soldier automatically fired, seriously injuring the other soldier. | U M A O CNR |
| 8. During a field exercise, this soldier failed to perform his assigned duties of constructing a fighting position, establishing a listening post and installing a telephone. | U M A O CNR |
| 9. While performing field duties at a dismount point, this soldier failed to use a sign/countersign challenge when an individual entered the company area. | U M A O CNR |
| 10. During this soldier's tour of guard duty, the field officer of the day and the officer of the guard approached. This soldier aggressively challenged them and displayed thorough knowledge of his responsibilities. As a result, the company was helped in achieving outstanding ratings. | U M A O CNR |
| 11. Although he was inexperienced in the handling of explosives, this soldier claimed he had worked with TNT. He accidentally set off the TNT, however, killing himself and an NCOIC. | U M A O CNR |
| 12. Because this soldier did not know how to disassemble his .45 caliber pistol, another soldier had to help him do it. | U M A O CNR |
| 13. This soldier was assigned the task of constructing a machinegun emplacement on the perimeter. He constructed the position using good concealment and cover. He then properly filled out his range card with the correct fields of fire and final protective line. | U M A O CNR |

M. Individual Combat – Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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- | | |
|---|-------------|
| 14. On an FTX this soldier, who was serving as the compass man, took the patrol on a pre-planned route to the objective rallying point. This soldier also successfully guided the patrol back to the point of origin. | U M A O CNR |
| 15. Even with the instructions right in front of him, this soldier could not decontaminate his skin with the decontamination kit. | U M A O CNR |
| 16. This soldier searched a POW in a field environment. The soldier failed to search the subject below the waist. Consequently, the POW pulled out a knife and killed the soldier. | U M A O CNR |
| 17. This soldier was not using his bayonet-rifle aggressively during training and probably would have lost a confrontation with an opponent. | U M A O CNR |
| 18. When this soldier, who was point man on a reconnaissance patrol, noticed a shack to the front, he got the attention of the leader before the patrol walked into a suspected enemy position. | U M A O CNR |
| 19. This soldier observed a prisoner attempting to escape over a fence. The soldier ordered the prisoner to halt and was able to apprehend the prisoner without firing any shots. | U M A O CNR |
| 20. Even with hours of practice this soldier was unable to throw a grenade through a window from more than 10' away. | U M A O CNR |

Name: _____

Behavioral Incident Standard Setting Questionnaire

31D - MOBILE SUBSCRIBER EQUIPMENT TRANSMISSION SYSTEM OPERATOR

In this section of the workshop we would like you to help us set job performance standards on two or three broad performance areas that apply to the MOS that you are rating. For each area, twenty behavioral incidents, or examples of performance, have been provided by other SMEs as samples of the types of behaviors that fit each area. These examples come from a number of different MOS and they vary in level of effectiveness. Thus, some incidents illustrate poor performance and some illustrate good performance, but they all illustrate performance within a particular type of job behavior.

For each area, read the definition and think of similar types of tasks that are performed in the MOS that you are rating. Then for each behavioral incident ask yourself the following question:

If a soldier CONSISTENTLY performed duties in this area at a level of effectiveness like the example incident, what kind of soldier would this be?

Refer to the one-page handout containing the definitions of Unacceptable, Marginal, Acceptable, and Outstanding performance to guide you as you make your ratings. Make your ratings by thinking of similar types of incidents for your MOS. Circle the letter that matches that level of effectiveness of incident. If any incident is so unfamiliar that you cannot decide what level of performance effectiveness it represents, then circle CNR for "cannot rate." Please make sure that you circle only one response for each example.

Remember: As you make your ratings, think about soldiers who have about 24 months of service in this MOS after Basic and AIT. Also keep in mind all that you know about the full range of duty assignments for this MOS.

Example:

Demonstrate Leadership -- Demonstrate leadership and maturity. Act as a model, give direction and instruction to peers; support peers and/or provide informal counseling; and promote a positive public image of the military.

1. This soldier spent many duty and non-duty hours learning his new MOS. In a few months, he was tops in his MOS and was selected as the first E-4 to evaluate other soldiers in the MOS.

U M A ☒ CNR

The rater read the definition of Demonstrate Leadership and the example and decided that a soldier who consistently performed like this example would be demonstrating outstanding leadership. Therefore, the rater circled the "O" for Outstanding.

B. Electrical and Electronic Systems Maintenance -- Inspect, install, maintain, or repair electrical or electronic equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. When the generator powering an AN/GRC - 142 stopped running, this soldier switched power to another generator. He/she identified the problem and repaired the generator. | U M A O CNR |
| 2. While on an FTX, the radio that this soldier was operating went out of tune. The soldier failed to troubleshoot the radio. Instead, he/she waited for a repair person. It was found that the radio only needed a minor adjustment which should have been done by the operator. | U M A O CNR |
| 3. This soldier told his/her section chief that he/she had installed a new 106 radio in the van as instructed and that it was working well. When the section chief checked the radio, however, it was still not working right. This resulted in the job having to be done over. | U M A O CNR |
| 4. While this soldier was inspecting a generator that was in use, it back-fired. He/she was not wearing hearing protection and lost his/her hearing in both ears. | U M A O CNR |
| 5. This soldier correctly replaced a defective wiring harness on a 3/4 ton trailer. | U M A O CNR |
| 6. On an alert, a soldier team was sent to a town in Germany to establish communication with home base. They could not get power from the generator to the rig, so one soldier checked to see if the circuit breaker was on. Then he/she checked to see if the switch box on the generator was on the correct position, and it was. He/she finally located the problem when he/she checked to see if the power cord was properly connected to the switch box. | U M A O CNR |
| 7. While on a two-day mission, this soldier failed to troubleshoot the AN/GRC 106. The soldier failed to notice that a fuse had blown in the teletype. This caused the rig to be down for two hours. | U M A O CNR |
| 8. While on an FTX, this soldier was ordered to install and operate a radio wire integration facility. The soldier installed the facility according to the manual. | U M A O CNR |
| 9. Assigned to repair the generator on a 2 1/2 ton, this soldier determined that the problem was simply due to a loose wire. | U M A O CNR |
| 10. This soldier was assigned to repair a faulty brake light system on a 5 ton. He/she used a multimeter to trace the wiring system from the inner connectors forward, but he/she failed to find the problem--a cut wire in the turn signal wiring harness. He/she instead replaced the master switch, which did not bring the system back to operation. | U M A O CNR |
| 11. Upon returning from the field, this soldier was told to turn in a defective modem. Instead of turning it in, the soldier located the problem and repaired the modem. Thus, the AN/GRC 142 B was kept off deadline status. | U M A O CNR |
| 12. This soldier did not install the cryptograph equipment correctly. As a result, symptoms indicated that another piece of equipment, a TT4, was the problem. His/her error made the problem difficult and time consuming to identify. | U M A O CNR |

B. Electrical and Electronic Systems Maintenance -- Inspect, install, maintain, or repair electrical or electronic equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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| 13. There was no output from a 3 KW generator being used in the field. Without supervision, this soldier used a multimeter to correctly trace the problem to a faulty regulator. | U M A O CNR |
| 14. When replacing the wiring harness on a 1.5 KW generator, this soldier connected the wires backwards. This caused the power box to burn out. | U M A O CNR |
| 15. After replacing the starter in an M151A2, this soldier started the vehicle to insure that it worked correctly and also hooked up the STE-ICE to check the current flow. | U M A O CNR |
| 16. While operating a teletype, this soldier noticed that a fuse was blown. The soldier replaced the blown fuse with one of a different size. This could have caused the teletype to burn up. | U M A O CNR |
| 17. When a gamma goat with an electrical problem was brought in, this soldier connected the STE-ICE to the electrical harness and followed the technical manual procedures for troubleshooting. He/she correctly determined that a bad wire in the main harness was causing the problem. | U M A O CNR |
| 18. This soldier was unable to determine which tool should be used to remove an electrical cable from a 2 1/2 ton. | U M A O CNR |
| 19. After observing a class on installing and operating a radio set (AN/PRC 77), this soldier was able to perform each step that was outlined during the class. | U M A O CNR |
| 20. When the headlights would not work on a 2 1/2 ton, this soldier first tightened the cannon plug and then replaced the master light switch in an effort to fix the problem. Had he/she taken the time to troubleshoot, he/she would have found that a wire was simply disconnected. | U M A O CNR |

- I. Communication -- Give and receive information using oral, written, and hand/arm signals. Read manuals, publications, maps, etc. Provide counseling.

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| 1. This soldier failed to review a case before testifying in court. As a result, he/she was unable to answer some of the questions he/she was asked. | U M A O CNR |
| 2. When given 3 points to find on a land navigation course, this soldier got lost and could not finish the course because he/she could not read the map. | U M A O CNR |
| 3. This soldier was called to talk to a potential suicide victim who was threatening to jump off a bridge. The soldier remained calm while talking with the victim and was able to talk him/her down. | U M A O CNR |
| 4. When this soldier detected enemy movement, he/she reported this to his/her squad leader by using the proper hand and arm signals. The platoon moved back and avoided enemy contact. | U M A O CNR |
| 5. This soldier asked a subject several incriminating questions before advising the subject of his/her rights. As a result, some of the most serious charges against the subject had to be dropped. | U M A O CNR |
| 6. While on patrol, this soldier observed a soldier with his/her field jacket unbuttoned. The soldier instructed the soldier to button his/her field jacket and explained the applicable uniform regulation to him/her. | U M A O CNR |
| 7. This new soldier was assigned the task of helping to start a new system for routing correspondence. He/she submitted a detailed written proposal for completely reorganizing the message center routing system. The system was implemented, resulting in the different sections receiving their mail and distribution in a more timely manner. | U M A O CNR |
| 8. During a routine brake adjustment, this soldier was unable to locate the adjustment settings in the technical manual. | U M A O CNR |
| 9. While this soldier was serving as the office receptionist, a soldier came in requesting help with a personnel action. Because the soldier was uncertain about which office was responsible for processing the action, he/she made several phone calls and then referred the soldier to the correct office. As a result, the soldier was able to obtain quick and efficient service on the action. | U M A O CNR |
| 10. During his/her off-duty hours, this soldier taught himself/herself how to work puppets so that he/she could use them to teach children about crime prevention and safety. His/her presentations were so successful that schools in the area requested him/her personally and the crime prevention and safety program was expanded. | U M A O CNR |
| 11. During daylight this soldier wrote the patrol order in red ink. When he/she had to read it at night using a red lens flashlight because of light discipline, he/she was unable to see the red ink. He/she had to take the red filter off the flashlight, which jeopardized the position of the team. | U M A O CNR |
| 12. This soldier, while on routine patrol, observed two soldiers in an argument with each other. The soldier talked to the two soldiers and, without the threat of force, convinced them to go about their business. | U M A O CNR |

- I. Communication -- Give and receive information using oral, written, and hand/arm signals. Read manuals, publications, maps, etc. Provide counseling.

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| 13. When this soldier and a fellow soldier were separated from their unit during a move out, this soldier was able to use a map and compass to guide them back to their company's last command post. As a result, they linked up with friendly forces and were returned to their unit. | U M A O CNR |
| 14. This soldier refuses to consult technical manuals, even when he/she is not sure of what to do. As a result, other soldiers often have to finish up jobs that he/she starts. | U M A O CNR |
| 15. During a night move, the soldier in charge of signalling the truck behind him with a red lens light failed to turn off the light when his truck stopped. As a result, the truck behind him rammed into the tube of the howitzer, causing extensive damage to both the howitzer and the truck. | U M A O CNR |
| 16. When asked questions by the company commander during an in-ranks inspection, this soldier could not describe how to shoot a back azimuth using a compass. He/she also was unable to answer questions about map reading. | U M A O CNR |
| 17. This soldier was given the task of transmitting a voice message. The soldier did not follow proper radio discipline. He/she used incorrect call signs and improper prosigns. | U M A O CNR |
| 18. This soldier was attempting to interview a woman whose husband was injured in a car accident. The soldier removed the woman from the scene of the accident before questioning her. This way the woman was able to calm down and give the soldier the necessary information. | U M A O CNR |
| 19. When assigned to the reception area to provide customer service, greet clients and answer phones, this soldier did not use proper tact. He/she was rude and offensive in dealing with clients. | U M A O CNR |
| 20. During Staff Weather Operations, this soldier was directed to establish communications with the National Guard. The soldier, after establishing voice communications, was able to tell the National Guard's radio operator how to set up teletype communications. | U M A O CNR |

M. Individual Combat - Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
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|---|-------------|
| 1. When assigned to be flank security for his squad, this soldier moved back into the formation when the vegetation became too thick and moved back out when it thinned. | U M A O CNR |
| 2. This soldier failed to lower his head while a Claymore mine was fired. He was injured by the back blast. | U M A O CNR |
| 3. This soldier was assigned to escort a new prisoner to his cell in the confinement facility. The prisoner had cooperated fully with all of the other soldiers and authorities at the confinement facility. However, this soldier verbally abused and criticized the new prisoner, even though the prisoner was being cooperative. | U M A O CNR |
| 4. This soldier's unit was pinned down by an automatic weapon position. This soldier jumped up and threw a grenade, destroying the enemy position. But the soldier was killed, too. | U M A O CNR |
| 5. This soldier got lost during a land navigation exercise. A search party found him several clicks away from his destination. | U M A O CNR |
| 6. After finding a soldier who had been exposed to a nerve agent, this soldier first put on his protective mask, and administered the antidote to himself. He then masked the casualty, administered the antidote to the patient and called for further medical assistance. | U M A O CNR |
| 7. This soldier was instructed not to chamber a round into his M16, but did so anyway. Later, while on patrol, he was surprised by another soldier. This soldier automatically fired, seriously injuring the other soldier. | U M A O CNR |
| 8. During a field exercise, this soldier failed to perform his assigned duties of constructing a fighting position, establishing a listening post and installing a telephone. | U M A O CNR |
| 9. While performing field duties at a dismount point, this soldier failed to use a sign/countersign challenge when an individual entered the company area. | U M A O CNR |
| 10. During this soldier's tour of guard duty, the field officer of the day and the officer of the guard approached. This soldier aggressively challenged them and displayed thorough knowledge of his responsibilities. As a result, the company was helped in achieving outstanding ratings. | U M A O CNR |
| 11. Although he was inexperienced in the handling of explosives, this soldier claimed he had worked with TNT. He accidentally set off the TNT, however, killing himself and an NCOIC. | U M A O CNR |
| 12. Because this soldier did not know how to disassemble his .45 caliber pistol, another soldier had to help him do it. | U M A O CNR |
| 13. This soldier was assigned the task of constructing a machinegun emplacement on the perimeter. He constructed the position using good concealment and cover. He then properly filled out his range card with the correct fields of fire and final protective line. | U M A O CNR |

M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
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|---|-------------|
| 14. On an FTX this soldier, who was serving as the compass man, took the patrol on a pre-planned route to the objective rallying point. This soldier also successfully guided the patrol back to the point of origin. | U M A O CNR |
| 15. Even with the instructions right in front of him, this soldier could not decontaminate his skin with the decontamination kit. | U M A O CNR |
| 16. This soldier searched a POW in a field environment. The soldier failed to search the subject below the waist. Consequently, the POW pulled out a knife and killed the soldier. | U M A O CNR |
| 17. This soldier was not using his bayonet-rifle aggressively during training and probably would have lost a confrontation with an opponent. | U M A O CNR |
| 18. When this soldier, who was point man on a reconnaissance patrol, noticed a shack to the front, he got the attention of the leader before the patrol walked into a suspected enemy position. | U M A O CNR |
| 19. This soldier observed a prisoner attempting to escape over a fence. The soldier ordered the prisoner to halt and was able to apprehend the prisoner without firing any shots. | U M A O CNR |
| 20. Even with hours of practice this soldier was unable to throw a grenade through a window from more than 10' away. | U M A O CNR |

Name: _____

Behavioral Incident Standard Setting Questionnaire

51B - CARPENTRY AND MASONRY SPECIALIST

In this section of the workshop we would like you to help us set job performance standards on two or three broad performance areas that apply to the MOS that you are rating. For each area, twenty behavioral incidents, or examples of performance, have been provided by other SMEs as samples of the types of behaviors that fit each area. These examples come from a number of different MOS and they vary in level of effectiveness. Thus, some incidents illustrate poor performance and some illustrate good performance, but they all illustrate performance within a particular type of job behavior.

For each area, read the definition and think of similar types of tasks that are performed in the MOS that you are rating. Then for each behavioral incident ask yourself the following question:

If a soldier **CONSISTENTLY** performed duties in this area at a level of effectiveness like the example incident, what kind of soldier would this be?

Refer to the one-page handout containing the definitions of Unacceptable, Marginal, Acceptable, and Outstanding performance to guide you as you make your ratings. Make your ratings by thinking of similar types of incidents for your MOS. Circle the letter that matches that level of effectiveness of incident. If any incident is so unfamiliar that you cannot decide what level of performance effectiveness it represents, then circle CNR for "cannot rate." Please make sure that you circle only one response for each example.

Remember: As you make your ratings, think about soldiers who have about 24 months of service in this MOS after Basic and AIT. Also keep in mind all that you know about the full range of duty assignments for this MOS.

Example:

Demonstrate Leadership -- Demonstrate leadership and maturity. Act as a model, give direction and instruction to peers; support peers and/or provide informal counseling; and promote a positive public image of the military.

1. This soldier spent many duty and non-duty hours learning his new MOS. In a few months, he was tops in his MOS and was selected as the first E-4 to evaluate other soldiers in the MOS.

U M A ☒ O CNR

The rater read the definition of Demonstrate Leadership and the example and decided that a soldier who consistently performed like this example would be demonstrating outstanding leadership. Therefore, the rater circled the "O" for Outstanding.

D. Vehicle and Equipment Operations -- Drive or operate heavy mechanical equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. While this soldier was driving an 8 ton goer up a hill, the transmission locked. When the soldier tried to force it by stepping on the gas pedal, the engine blew up. | U M A O CNR |
| 2. As the driver of an M60A1 on a road march, this soldier maintained the proper interval between his vehicle and the one in front of his, and also maneuvered properly through different types of terrain. | U M A O CNR |
| 3. While driving an M915 hauling hazardous cargo, this soldier drove the truck through a tunnel. | U M A O CNR |
| 4. During a tactical road march on an ARTEP, this soldier's tank came under enemy fire. He quickly and successfully maneuvered the tank to a safe location using proper terrain features. | U M A O CNR |
| 5. This soldier overloaded the hoist capacity and was reckless when the load was in the air. His actions resulted in the injury of one man and damage to the vehicle and the hoist. | U M A O CNR |
| 6. While driving the tank to the wash rack, this soldier failed to use a ground guide. He hit a car and a fence while he was backing up. | U M A O CNR |
| 7. While driving a tractor and 5000 gallon tanker on an icy road, the tanker started to jack knife. The soldier carefully steered the vehicle and got control of the tanker before crashing. | U M A O CNR |
| 8. This soldier failed to use a rear ground guide when backing up the tank. He smashed into another tank, damaging both tanks. | U M A O CNR |
| 9. While delivering cargo to soldiers in the field at night, this soldier's vehicle got stuck. This soldier used the self recovery system to free the vehicle. | U M A O CNR |
| 10. This soldier did not hook up the lifting shackles correctly when using a wrecker to recover a jeep. When he pulled away with the wrecker, the jeep tore loose. | U M A O CNR |
| 11. This soldier was given a badge for driving 2 years without an accident. | U M A O CNR |
| 12. This soldier, while driving a howitzer, exceeded the safe speed and pivoted the gun too sharply. He hit a sidewalk, causing damage to personal property as well as the gun. | U M A O CNR |
| 13. This soldier was assigned to recover a 2 1/2 ton. When he arrived at the disabled vehicle, he hooked up the tow bar, made the proper connections, rigged a safety chain between the inside of the bumper and the hoist hook, and raised the vehicle off of its front wheels. The 2 1/2 ton was successfully towed back to the shop. | U M A O CNR |
| 14. While driving a 1/4 ton vehicle on commitment, this soldier started off in second gear. | U M A O CNR |

D. Vehicle and Equipment Operations -- Drive or operate heavy mechanical equipment.

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M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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| 15. While driving his tank during a field training exercise, this soldier always looked for the best route to travel and the best battle positions to park the tank. | U M A O CNR |
| 16. This soldier was sent to recover a 1 1/4 ton that had gone over on its side on a hill. He rigged the vehicle incorrectly before pulling it, causing about \$500.00 more damage than the accident had caused. | U M A O CNR |
| 17. This soldier was driving too fast in a night convoy and hit the vehicle ahead of him/her when he/she rounded a curve and found the convoy had stopped. | U M A O CNR |
| 18. While driving across an open field, this soldier drove into a swamp and then shifted gears. As a result, his tank became stuck in the swamp and had to be pulled out. | U M A O CNR |
| 19. This soldier used the proper passive defense procedures when he/she encountered sniper fire. | U M A O CNR |
| 20. This soldier failed to move his howitzer into position. This resulted in a delay for the entire section. | U M A O CNR |

M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. When assigned to be flank security for his squad, this soldier moved back into the formation when the vegetation became too thick and moved back out when it thinned. | U M A O CNR |
| 2. This soldier failed to lower his head while a Claymore mine was fired. He was injured by the back blast. | U M A O CNR |
| 3. This soldier was assigned to escort a new prisoner to his cell in the confinement facility. The prisoner had cooperated fully with all of the other soldiers and authorities at the confinement facility. However, this soldier verbally abused and criticized the new prisoner, even though the prisoner was being cooperative. | U M A O CNR |
| 4. This soldier's unit was pinned down by an automatic weapon position. This soldier jumped up and threw a grenade, destroying the enemy position. But the soldier was killed, too. | U M A O CNR |
| 5. This soldier got lost during a land navigation exercise. A search party found him several clicks away from his destination. | U M A O CNR |
| 6. After finding a soldier who had been exposed to a nerve agent, this soldier first put on his protective mask, and administered the antidote to himself. He then masked the casualty, administered the antidote to the patient and called for further medical assistance. | U M A O CNR |
| 7. This soldier was instructed not to chamber a round into his M16, but did so anyway. Later, while on patrol, he was surprised by another soldier. This soldier automatically fired, seriously injuring the other soldier. | U M A O CNR |
| 8. During a field exercise, this soldier failed to perform his assigned duties of constructing a fighting position, establishing a listening post and installing a telephone. | U M A O CNR |
| 9. While performing field duties at a dismount point, this soldier failed to use a sign/countersign challenge when an individual entered the company area. | U M A O CNR |
| 10. During this soldier's tour of guard duty, the field officer of the day and the officer of the guard approached. This soldier aggressively challenged them and displayed thorough knowledge of his responsibilities. As a result, the company was helped in achieving outstanding ratings. | U M A O CNR |
| 11. Although he was inexperienced in the handling of explosives, this soldier claimed he had worked with TNT. He accidentally set off the TNT, however, killing himself and an NCOIC. | U M A O CNR |
| 12. Because this soldier did not know how to disassemble his .45 caliber pistol, another soldier had to help him do it. | U M A O CNR |
| 13. This soldier was assigned the task of constructing a machinegun emplacement on the perimeter. He constructed the position using good concealment and cover. He then properly filled out his range card with the correct fields of fire and final protective line. | U M A O CNR |

M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

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|---|-------------|
| 14. On an FTX this soldier, who was serving as the compass man, took the patrol on a pre-planned route to the objective rallying point. This soldier also successfully guided the patrol back to the point of origin. | U M A O CNR |
| 15. Even with the instructions right in front of him, this soldier could not decontaminate his skin with the decontamination kit. | U M A O CNR |
| 16. This soldier searched a POW in a field environment. The soldier failed to search the subject below the waist. Consequently, the POW pulled out a knife and killed the soldier. | U M A O CNR |
| 17. This soldier was not using his bayonet-rifle aggressively during training and probably would have lost a confrontation with an opponent. | U M A O CNR |
| 18. When this soldier, who was point man on a reconnaissance patrol, noticed a shack to the front, he got the attention of the leader before the patrol walked into a suspected enemy position. | U M A O CNR |
| 19. This soldier observed a prisoner attempting to escape over a fence. The soldier ordered the prisoner to halt and was able to apprehend the prisoner without firing any shots. | U M A O CNR |
| 20. Even with hours of practice this soldier was unable to throw a grenade through a window from more than 10' away. | U M A O CNR |

Name: _____

Behavioral Incident Standard Setting Questionnaire

54B - CHEMICAL OPERATIONS SPECIALIST

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Remember: As you make your ratings, think about soldiers who have about 24 months of service in this MOS after Basic and AIT. Also keep in mind all that you know about the full range of duty assignments for this MOS.

Example:

Demonstrate Leadership -- Demonstrate leadership and maturity. Act as a model, give direction and instruction to peers; support peers and/or provide informal counseling; and promote a positive public image of the military.

1. This soldier spent many duty and non-duty hours learning his new MOS. In a few months, he was tops in his MOS and was selected as the first E-4 to evaluate other soldiers in the MOS.

U M A ☒ CNR

The rater read the definition of Demonstrate Leadership and the example and decided that a soldier who consistently performed like this example would be demonstrating outstanding leadership. Therefore, the rater circled the "O" for Outstanding.

D. Vehicle and Equipment Operations - Drive or operate heavy mechanical equipment.

U - Unacceptable
M - Marginal
A - Acceptable
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CNR - Cannot Rate

- | | |
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| 1. While this soldier was driving an 8 ton goer up a hill, the transmission locked. When the soldier tried to force it by stepping on the gas pedal, the engine blew up. | U M A O CNR |
| 2. As the driver of an M60A1 on a road march, this soldier maintained the proper interval between his vehicle and the one in front of his, and also maneuvered properly through different types of terrain. | U M A O CNR |
| 3. While driving an M915 hauling hazardous cargo, this soldier drove the truck through a tunnel. | U M A O CNR |
| 4. During a tactical road march on an ARTEP, this soldier's tank came under enemy fire. He quickly and successfully maneuvered the tank to a safe location using proper terrain features. | U M A O CNR |
| 5. This soldier overloaded the hoist capacity and was reckless when the load was in the air. His actions resulted in the injury of one man and damage to the vehicle and the hoist. | U M A O CNR |
| 6. While driving the tank to the wash rack, this soldier failed to use a ground guide. He hit a car and a fence while he was backing up. | U M A O CNR |
| 7. While driving a tractor and 5000 gallon tanker on an icy road, the tanker started to jack knife. The soldier carefully steered the vehicle and got control of the tanker before crashing. | U M A O CNR |
| 8. This soldier failed to use a rear ground guide when backing up the tank. He smashed into another tank, damaging both tanks. | U M A O CNR |
| 9. While delivering cargo to soldiers in the field at night, this soldier's vehicle got stuck. This soldier used the self recovery system to free the vehicle. | U M A O CNR |
| 10. This soldier did not hook up the lifting shackles correctly when using a wrecker to recover a jeep. When he pulled away with the wrecker, the jeep tore loose. | U M A O CNR |
| 11. This soldier was given a badge for driving 2 years without an accident. | U M A O CNR |
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| 13. This soldier was assigned to recover a 2 1/2 ton. When he arrived at the disabled vehicle, he hooked up the tow bar, made the proper connections, rigged a safety chain between the inside of the bumper and the hoist hook, and raised the vehicle off of its front wheels. The 2 1/2 ton was successfully towed back to the shop. | U M A O CNR |
| 14. While driving a 1/4 ton vehicle on commitment, this soldier started off in second gear. | U M A O CNR |

D. Vehicle and Equipment Operations -- Drive or operate heavy mechanical equipment.

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| 18. While driving across an open field, this soldier drove into a swamp and then shifted gears. As a result, his tank became stuck in the swamp and had to be pulled out. | U M A O CNR |
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| 20. This soldier failed to move his howitzer into position. This resulted in a delay for the entire section. | U M A O CNR |

M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

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1. When assigned to be flank security for his squad, this soldier moved back into the formation when the vegetation became too thick and moved back out when it thinned. U M A O CNR
2. This soldier failed to lower his head while a Claymore mine was fired. He was injured by the back blast. U M A O CNR
3. This soldier was assigned to escort a new prisoner to his cell in the confinement facility. The prisoner had cooperated fully with all of the other soldiers and authorities at the confinement facility. However, this soldier verbally abused and criticized the new prisoner, even though the prisoner was being cooperative. U M A O CNR
4. This soldier's unit was pinned down by an automatic weapon position. This soldier jumped up and threw a grenade, destroying the enemy position. But the soldier was killed, too. U M A O CNR
5. This soldier got lost during a land navigation exercise. A search party found him several clicks away from his destination. U M A O CNR
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| 15. Even with the instructions right in front of him, this soldier could not decontaminate his skin with the decontamination kit. | U M A O CNR |
| 16. This soldier searched a POW in a field environment. The soldier failed to search the subject below the waist. Consequently, the POW pulled out a knife and killed the soldier. | U M A O CNR |
| 17. This soldier was not using his bayonet-rifle aggressively during training and probably would have lost a confrontation with an opponent. | U M A O CNR |
| 18. When this soldier, who was point man on a reconnaissance patrol, noticed a shack to the front, he got the attention of the leader before the patrol walked into a suspected enemy position. | U M A O CNR |
| 19. This soldier observed a prisoner attempting to escape over a fence. The soldier ordered the prisoner to halt and was able to apprehend the prisoner without firing any shots. | U M A O CNR |
| 20. Even with hours of practice this soldier was unable to throw a grenade through a window from more than 10' away. | U M A O CNR |

Name: _____

Behavioral Incident Standard Setting Questionnaire

55B - AMMUNITION SPECIALIST

In this section of the workshop we would like you to help us set job performance standards on two or three broad performance areas that apply to the MOS that you are rating. For each area, twenty behavioral incidents, or examples of performance, have been provided by other SMEs as samples of the types of behaviors that fit each area. These examples come from a number of different MOS and they vary in level of effectiveness. Thus, some incidents illustrate poor performance and some illustrate good performance, but they all illustrate performance within a particular type of job behavior.

For each area, read the definition and think of similar types of tasks that are performed in the MOS that you are rating. Then for each behavioral incident ask yourself the following question:

If a soldier **CONSISTENTLY** performed duties in this area at a level of effectiveness like the example incident, what kind of soldier would this be?

Refer to the one-page handout containing the definitions of Unacceptable, Marginal, Acceptable, and Outstanding performance to guide you as you make your ratings. Make your ratings by thinking of similar types of incidents for your MOS. Circle the letter that matches that level of effectiveness of incident. If any incident is so unfamiliar that you cannot decide what level of performance effectiveness it represents, then circle CNR for "cannot rate." Please make sure that you circle only one response for each example.

Remember: As you make your ratings, think about soldiers who have about 24 months of service in this MOS after Basic and AIT. Also keep in mind all that you know about the full range of duty assignments for this MOS.

Example:

Demonstrate Leadership -- Demonstrate leadership and maturity. Act as a model, give direction and instruction to peers; support peers and/or provide informal counseling; and promote a positive public image of the military.

1. This soldier spent many duty and non-duty hours learning his new MOS. In a few months, he was tops in his MOS and was selected as the first E-4 to evaluate other soldiers in the MOS.

U M A ☒ CNR

The rater read the definition of Demonstrate Leadership and the example and decided that a soldier who consistently performed like this example would be demonstrating outstanding leadership. Therefore, the rater circled the "O" for Outstanding.

D. Vehicle and Equipment Operations -- Drive or operate heavy mechanical equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. While this soldier was driving an 8 ton goer up a hill, the transmission locked. When the soldier tried to force it by stepping on the gas pedal, the engine blew up. | U M A O CNR |
| 2. As the driver of an M60A1 on a road march, this soldier maintained the proper interval between his vehicle and the one in front of his, and also maneuvered properly through different types of terrain. | U M A O CNR |
| 3. While driving an M915 hauling hazardous cargo, this soldier drove the truck through a tunnel. | U M A O CNR |
| 4. During a tactical road march on an ARTEP, this soldier's tank came under enemy fire. He quickly and successfully maneuvered the tank to a safe location using proper terrain features. | U M A O CNR |
| 5. This soldier overloaded the hoist capacity and was reckless when the load was in the air. His actions resulted in the injury of one man and damage to the vehicle and the hoist. | U M A O CNR |
| 6. While driving the tank to the wash rack, this soldier failed to use a ground guide. He hit a car and a fence while he was backing up. | U M A O CNR |
| 7. While driving a tractor and 5000 gallon tanker on an icy road, the tanker started to jack knife. The soldier carefully steered the vehicle and got control of the tanker before crashing. | U M A O CNR |
| 8. This soldier failed to use a rear ground guide when backing up the tank. He smashed into another tank, damaging both tanks. | U M A O CNR |
| 9. While delivering cargo to soldiers in the field at night, this soldier's vehicle got stuck. This soldier used the self recovery system to free the vehicle. | U M A O CNR |
| 10. This soldier did not hook up the lifting shackles correctly when using a wrecker to recover a jeep. When he pulled away with the wrecker, the jeep tore loose. | U M A O CNR |
| 11. This soldier was given a badge for driving 2 years without an accident. | U M A O CNR |
| 12. This soldier, while driving a howitzer, exceeded the safe speed and pivoted the gun too sharply. He hit a sidewalk, causing damage to personal-property as well as the gun. | U M A O CNR |
| 13. This soldier was assigned to recover a 2 1/2 ton. When he arrived at the disabled vehicle, he hooked up the tow bar, made the proper connections, rigged a safety chain between the inside of the bumper and the hoist hook, and raised the vehicle off of its front wheels. The 2 1/2 ton was successfully towed back to the shop. | U M A O CNR |
| 14. While driving a 1/4 ton vehicle on commitment, this soldier started off in second gear. | U M A O CNR |

D. Vehicle and Equipment Operations -- Drive or operate heavy mechanical equipment.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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- | | |
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| 15. While driving his tank during a field training exercise, this soldier always looked for the best route to travel and the best battle positions to park the tank. | U M A O CNR |
| 16. This soldier was sent to recover a 1 1/4 ton that had gone over on its side on a hill. He rigged the vehicle incorrectly before pulling it, causing about \$500.00 more damage than the accident had caused. | U M A O CNR |
| 17. This soldier was driving too fast in a night convoy and hit the vehicle ahead of him/her when he/she rounded a curve and found the convoy had stopped. | U M A O CNR |
| 18. While driving across an open field, this soldier drove into a swamp and then shifted gears. As a result, his tank became stuck in the swamp and had to be pulled out. | U M A O CNR |
| 19. This soldier used the proper passive defense procedures when he/she encountered sniper fire. | U M A O CNR |
| 20. This soldier failed to move his howitzer into position. This resulted in a delay for the entire section. | U M A O CNR |

H. Clerical -- Type; follow standard procedures to complete forms, copy, file, and retrieve information; distribute, inspect, store, and ship materials.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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|--|-------------|
| 1. This soldier typed a message in 16-line format and transmitted it within the prescribed time. | U M A O CNR |
| 2. When performing a PMCS in preparation for dispatch, this soldier did not properly fill out the DA 2404 heading. He also failed to record on the form several deficiencies with the vehicle. | U M A O CNR |
| 3. This soldier left the motor pool without ensuring that his/her log book was complete. He/she was later involved in an accident and was subsequently reprimanded for not having the proper forms on hand. | U M A O CNR |
| 4. After being involved in a minor accident in a small town, this soldier filled out Form 91 completely and correctly, obtained a list of witnesses, and filed a complete report. | U M A O CNR |
| 5. The soldier's job was to type routine letters and endorsements. Because he/she types slowly, he/she falls behind in work. | U M A O CNR |
| 6. This soldier did not record shots given to soldiers on their individual shot records. As a result, many soldiers were given shots over again. | U M A O CNR |
| 7. This soldier was taking an inventory of equipment stored in a chest. He/she was careful to follow the inventory sheet to ensure that the chest was properly loaded. | U M A O CNR |
| 8. When assigned to type monthly reports for Higher HQ, this soldier often submits reports with numerous errors and strikeovers. These errors must be corrected, thus the reports are often late. | U M A O CNR |
| 9. This soldier is required to pick up mail in the unit mailroom once a day and hold a mail call hour. One day after mail call hour, this soldier took the remaining mail and kept it in his/her room overnight rather than returning it to the unit mailroom. | U M A O CNR |
| 10. This soldier wrote a 1408 (Armed Forces Traffic Ticket) without making any errors. | U M A O CNR |
| 11. When this newly assigned soldier was asked to type a draft letter, he/she could not operate the typewriter, could not spell, used improper abbreviations, and could not follow the provided format. As a result, another soldier was asked to type the draft letter. | U M A O CNR |
| 12. This soldier did not have the receiving soldier sign the GBL document when he/she dropped off his/her \$150,000 load. The receiving unit later claimed they had never received the load, and the soldier was liable for the cargo. | U M A O CNR |
| 13. When assigned to file letters and documents, this soldier failed to sort documents in alphabetical and numerical order. As a result, other office personnel spent many hours trying to locate these documents in the files. | U M A O CNR |
| 14. When instructed to type a draft in final form, this soldier submitted a typed copy with no strikeovers and with erasures that were neat and legible. The final product reflected the 'textbook' image. | U M A O CNR |

- H. Clerical -- Type; follow standard procedures to complete forms, copy, file, and retrieve information; distribute, inspect, store, and ship materials.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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| 15. When personal mail appeared along with distribution documents, this soldier failed to forward the personal mail to the unit mailroom as per Army regulations. | U M A O CNR |
| 16. When instructed to prepare a form (DA Form 3964) to transfer the accountability of a SECRET document to an NCO, this soldier prepared the form accurately. | U M A O CNR |
| 17. On a Monday, this soldier was tasked to type a training schedule for a suspense of Friday. The task was finished on Wednesday. | U M A O CNR |
| 18. When dispatching keys, this soldier failed to sign them out properly, resulting in some of the keys being lost. | U M A O CNR |
| 19. When assigned to prepare a request for approval of a form, this soldier prepared five copies and prepared a numerical as well as a functional control card for the form. | U M A O CNR |
| 20. Although this soldier knew nothing about the unit filing system, he/she offered to update the system. This soldier could not complete the job alone and asked another soldier for help. | U M A O CNR |

M. Individual Combat - Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. When assigned to be flank security for his squad, this soldier moved back into the formation when the vegetation became too thick and moved back out when it thinned. | U M A O CNR |
| 2. This soldier failed to lower his head while a Claymore mine was fired. He was injured by the back blast. | U M A O CNR |
| 3. This soldier was assigned to escort a new prisoner to his cell in the confinement facility. The prisoner had cooperated fully with all of the other soldiers and authorities at the confinement facility. However, this soldier verbally abused and criticized the new prisoner, even though the prisoner was being cooperative. | U M A O CNR |
| 4. This soldier's unit was pinned down by an automatic weapon position. This soldier jumped up and threw a grenade, destroying the enemy position. But the soldier was killed, too. | U M A O CNR |
| 5. This soldier got lost during a land navigation exercise. A search party found him several clicks away from his destination. | U M A O CNR |
| 6. After finding a soldier who had been exposed to a nerve agent, this soldier first put on his protective mask, and administered the antidote to himself. He then masked the casualty, administered the antidote to the patient and called for further medical assistance. | U M A O CNR |
| 7. This soldier was instructed not to chamber a round into his M16, but did so anyway. Later, while on patrol, he was surprised by another soldier. This soldier automatically fired, seriously injuring the other soldier. | U M A O CNR |
| 8. During a field exercise, this soldier failed to perform his assigned duties of constructing a fighting position, establishing a listening post and installing a telephone. | U M A O CNR |
| 9. While performing field duties at a dismount point, this soldier failed to use a sign/countersign challenge when an individual entered the company area. | U M A O CNR |
| 10. During this soldier's tour of guard duty, the field officer of the day and the officer of the guard approached. This soldier aggressively challenged them and displayed thorough knowledge of his responsibilities. As a result, the company was helped in achieving outstanding ratings. | U M A O CNR |
| 11. Although he was inexperienced in the handling of explosives, this soldier claimed he had worked with TNT. He accidentally set off the TNT, however, killing himself and an NCOIC. | U M A O CNR |
| 12. Because this soldier did not know how to disassemble his .45 caliber pistol, another soldier had to help him do it. | U M A O CNR |
| 13. This soldier was assigned the task of constructing a machinegun emplacement on the perimeter. He constructed the position using good concealment and cover. He then properly filled out his range card with the correct fields of fire and final protective line. | U M A O CNR |

M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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|---|-------------|
| 14. On an FTX this soldier, who was serving as the compass man, took the patrol on a pre-planned route to the objective rallying point. This soldier also successfully guided the patrol back to the point of origin. | U M A O CNR |
| 15. Even with the instructions right in front of him, this soldier could not decontaminate his skin with the decontamination kit. | U M A O CNR |
| 16. This soldier searched a POW in a field environment. The soldier failed to search the subject below the waist. Consequently, the POW pulled out a knife and killed the soldier. | U M A O CNR |
| 17. This soldier was not using his bayonet-rifle aggressively during training and probably would have lost a confrontation with an opponent. | U M A O CNR |
| 18. When this soldier, who was point man on a reconnaissance patrol, noticed a shack to the front, he got the attention of the leader before the patrol walked into a suspected enemy position. | U M A O CNR |
| 19. This soldier observed a prisoner attempting to escape over a fence. The soldier ordered the prisoner to halt and was able to apprehend the prisoner without firing any shots. | U M A O CNR |
| 20. Even with hours of practice this soldier was unable to throw a grenade through a window from more than 10' away. | U M A O CNR |

Name: _____

Behavioral Incident Standard Setting Questionnaire

95B - MILITARY POLICE

In this section of the workshop we would like you to help us set job performance standards on two or three broad performance areas that apply to the MOS that you are rating. For each area, twenty behavioral incidents, or examples of performance, have been provided by other SMEs as samples of the types of behaviors that fit each area. These examples come from a number of different MOS and they vary in level of effectiveness. Thus, some incidents illustrate poor performance and some illustrate good performance, but they all illustrate performance within a particular type of job behavior.

For each area, read the definition and think of similar types of tasks that are performed in the MOS that you are rating. Then for each behavioral incident ask yourself the following question:

If a soldier CONSISTENTLY performed duties in this area at a level of effectiveness like the example incident, what kind of soldier would this be?

Refer to the one-page handout containing the definitions of Unacceptable, Marginal, Acceptable, and Outstanding performance to guide you as you make your ratings. Make your ratings by thinking of similar types of incidents for your MOS. Circle the letter that matches that level of effectiveness of incident. If any incident is so unfamiliar that you cannot decide what level of performance effectiveness it represents, then circle CNR for "cannot rate." Please make sure that you circle only one response for each example.

Remember: As you make your ratings, think about soldiers who have about 24 months of service in this MOS after Basic and AIT. Also keep in mind all that you know about the full range of duty assignments for this MOS.

Example:

Demonstrate Leadership -- Demonstrate leadership and maturity. Act as a model, give direction and instruction to peers; support peers and/or provide informal counseling; and promote a positive public image of the military.

1. This soldier spent many duty and non-duty hours learning his new MOS. In a few months, he was tops in his MOS and was selected as the first E-4 to evaluate other soldiers in the MOS.

U M A ☒ O CNR

The rater read the definition of Demonstrate Leadership and the example and decided that a soldier who consistently performed like this example would be demonstrating outstanding leadership. Therefore, the rater circled the "O" for Outstanding.

- H. Clerical -- Type; follow standard procedures to complete forms, copy, file, and retrieve information; distribute, inspect, store, and ship materials.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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|--|-------------|
| 1. This soldier typed a message in 16-line format and transmitted it within the prescribed time. | U M A O CNR |
| 2. When performing a PMCS in preparation for dispatch, this soldier did not properly fill out the DA 2404 heading. He also failed to record on the form several deficiencies with the vehicle. | U M A O CNR |
| 3. This soldier left the motor pool without ensuring that his/her log book was complete. He/she was later involved in an accident and was subsequently reprimanded for not having the proper forms on hand. | U M A O CNR |
| 4. After being involved in a minor accident in a small town, this soldier filled out Form 91 completely and correctly, obtained a list of witnesses, and filed a complete report. | U M A O CNR |
| 5. The soldier's job was to type routine letters and endorsements. Because he/she types slowly, he/she falls behind in work. | U M A O CNR |
| 6. This soldier did not record shots given to soldiers on their individual shot records. As a result, many soldiers were given shots over again. | U M A O CNR |
| 7. This soldier was taking an inventory of equipment stored in a chest. He/she was careful to follow the inventory sheet to ensure that the chest was properly loaded. | U M A O CNR |
| 8. When assigned to type monthly reports for Higher HQ, this soldier often submits reports with numerous errors and strikeouts. These errors must be corrected, thus the reports are often late. | U M A O CNR |
| 9. This soldier is required to pick up mail in the unit mailroom once a day and hold a mail call hour. One day after mail call hour, this soldier took the remaining mail and kept it in his/her room overnight rather than returning it to the unit mailroom. | U M A O CNR |
| 10. This soldier wrote a 1408 (Armed Forces Traffic Ticket) without making any errors. | U M A O CNR |
| 11. When this newly assigned soldier was asked to type a draft letter, he/she could not operate the typewriter, could not spell, used improper abbreviations, and could not follow the provided format. As a result, another soldier was asked to type the draft letter. | U M A O CNR |
| 12. This soldier did not have the receiving soldier sign the GBL document when he/she dropped off his/her \$150,000 load. The receiving unit later claimed they had never received the load, and the soldier was liable for the cargo. | U M A O CNR |
| 13. When assigned to file letters and documents, this soldier failed to sort documents in alphabetical and numerical order. As a result, other office personnel spent many hours trying to locate these documents in the files. | U M A O CNR |
| 14. When instructed to type a draft in final form, this soldier submitted a typed copy with no strikeouts and with erasures that were neat and legible. The final product reflected the "textbook" image. | U M A O CNR |

H. Clerical -- Type; follow standard procedures to complete forms, copy, file, and retrieve information; distribute, inspect, store, and ship materials.

U - Unacceptable
M - Marginal
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CNR - Cannot Rate

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| 15. When personal mail appeared along with distribution documents, this soldier failed to forward the personal mail to the unit mailroom as per Army regulations. | U M A O CNR |
| 16. When instructed to prepare a form (DA Form 3964) to transfer the accountability of a SECRET document to an NCO, this soldier prepared the form accurately. | U M A O CNR |
| 17. On a Monday, this soldier was tasked to type a training schedule for a suspense of Friday. The task was finished on Wednesday. | U M A O CNR |
| 18. When dispatching keys, this soldier failed to sign them out properly, resulting in some of the keys being lost. | U M A O CNR |
| 19. When assigned to prepare a request for approval of a form, this soldier prepared five copies and prepared a numerical as well as a functional control card for the form. | U M A O CNR |
| 20. Although this soldier knew nothing about the unit filing system, he/she offered to update the system. This soldier could not complete the job alone and asked another soldier for help. | U M A O CNR |

- I. Communication -- Give and receive information using oral, written, and hand/arm signals. Read manuals, publications, maps, etc. Provide counseling.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|--|-------------|
| 1. This soldier failed to review a case before testifying in court. As a result, he/she was unable to answer some of the questions he/she was asked. | U M A O CNR |
| 2. When given 3 points to find on a land navigation course, this soldier got lost and could not finish the course because he/she could not read the map. | U M A O CNR |
| 3. This soldier was called to talk to a potential suicide victim who was threatening to jump off a bridge. The soldier remained calm while talking with the victim and was able to talk him/her down. | U M A O CNR |
| 4. When this soldier detected enemy movement, he/she reported this to his/her squad leader by using the proper hand and arm signals. The platoon moved back and avoided enemy contact. | U M A O CNR |
| 5. This soldier asked a subject several incriminating questions before advising the subject of his/her rights. As a result, some of the most serious charges against the subject had to be dropped. | U M A O CNR |
| 6. While on patrol, this soldier observed a soldier with his/her field jacket unbuttoned. The soldier instructed the soldier to button his/her field jacket and explained the applicable uniform regulation to him/her. | U M A O CNR |
| 7. This new soldier was assigned the task of helping to start a new system for routing correspondence. He/she submitted a detailed written proposal for completely reorganizing the message center routing system. The system was implemented, resulting in the different sections receiving their mail and distribution in a more timely manner. | U M A O CNR |
| 8. During a routine brake adjustment, this soldier was unable to locate the adjustment settings in the technical manual. | U M A O CNR |
| 9. While this soldier was serving as the office receptionist, a soldier came in requesting help with a personnel action. Because the soldier was uncertain about which office was responsible for processing the action, he/she made several phone calls and then referred the soldier to the correct office. As a result, the soldier was able to obtain quick and efficient service on the action. | U M A O CNR |
| 10. During his/her off-duty hours, this soldier taught himself/herself how to work puppets so that he/she could use them to teach children about crime prevention and safety. His/her presentations were so successful that schools in the area requested him/her personally and the crime prevention and safety program was expanded. | U M A O CNR |
| 11. During daylight this soldier wrote the patrol order in red ink. When he/she had to read it at night using a red lens flashlight because of light discipline, he/she was unable to see the red ink. He/she had to take the red filter off the flashlight, which jeopardized the position of the team. | U M A O CNR |
| 12. This soldier, while on routine patrol, observed two soldiers in an argument with each other. The soldier talked to the two soldiers and, without the threat of force, convinced them to go about their business. | U M A O CNR |

- I. Communication -- Give and receive information using oral, written, and hand/arm signals. Read manuals, publications, maps, etc. Provide counseling.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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- | | |
|---|-------------|
| 13. When this soldier and a fellow soldier were separated from their unit during a move out, this soldier was able to use a map and compass to guide them back to their company's last command post. As a result, they linked up with friendly forces and were returned to their unit. | U M A O CNR |
| 14. This soldier refuses to consult technical manuals, even when he/she is not sure of what to do. As a result, other soldiers often have to finish up jobs that he/she starts. | U M A O CNR |
| 15. During a night move, the soldier in charge of signalling the truck behind him with a red lens light failed to turn off the light when his truck stopped. As a result, the truck behind him rammed into the tube of the howitzer, causing extensive damage to both the howitzer and the truck. | U M A O CNR |
| 16. When asked questions by the company commander during an in-ranks inspection, this soldier could not describe how to shoot a back azimuth using a compass. He/she also was unable to answer questions about map reading. | U M A O CNR |
| 17. This soldier was given the task of transmitting a voice message. The soldier did not follow proper radio discipline. He/she used incorrect call signs and improper prosigns. | U M A O CNR |
| 18. This soldier was attempting to interview a woman whose husband was injured in a car accident. The soldier removed the woman from the scene of the accident before questioning her. This way the woman was able to calm down and give the soldier the necessary information. | U M A O CNR |
| 19. When assigned to the reception area to provide customer service, greet clients and answer phones, this soldier did not use proper tact. He/she was rude and offensive in dealing with clients. | U M A O CNR |
| 20. During Staff Weather Operations, this soldier was directed to establish communications with the National Guard. The soldier, after establishing voice communications, was able to tell the National Guard's radio operator how to set up teletype communications. | U M A O CNR |

M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|---|-------------|
| 1. When assigned to be flank security for his squad, this soldier moved back into the formation when the vegetation became too thick and moved back out when it thinned. | U M A O CNR |
| 2. This soldier failed to lower his head while a Claymore mine was fired. He was injured by the back blast. | U M A O CNR |
| 3. This soldier was assigned to escort a new prisoner to his cell in the confinement facility. The prisoner had cooperated fully with all of the other soldiers and authorities at the confinement facility. However, this soldier verbally abused and criticized the new prisoner, even though the prisoner was being cooperative. | U M A O CNR |
| 4. This soldier's unit was pinned down by an automatic weapon position. This soldier jumped up and threw a grenade, destroying the enemy position. But the soldier was killed, too. | U M A O CNR |
| 5. This soldier got lost during a land navigation exercise. A search party found him several clicks away from his destination. | U M A O CNR |
| 6. After finding a soldier who had been exposed to a nerve agent, this soldier first put on his protective mask, and administered the antidote to himself. He then masked the casualty, administered the antidote to the patient and called for further medical assistance. | U M A O CNR |
| 7. This soldier was instructed not to chamber a round into his M16, but did so anyway. Later, while on patrol, he was surprised by another soldier. This soldier automatically fired, seriously injuring the other soldier. | U M A O CNR |
| 8. During a field exercise, this soldier failed to perform his assigned duties of constructing a fighting position, establishing a listening post and installing a telephone. | U M A O CNR |
| 9. While performing field duties at a dismount point, this soldier failed to use a sign/countersign challenge when an individual entered the company area. | U M A O CNR |
| 10. During this soldier's tour of guard duty, the field officer of the day and the officer of the guard approached. This soldier aggressively challenged them and displayed thorough knowledge of his responsibilities. As a result, the company was helped in achieving outstanding ratings. | U M A O CNR |
| 11. Although he was inexperienced in the handling of explosives, this soldier claimed he had worked with TNT. He accidentally set off the TNT, however, killing himself and an NCOIC. | U M A O CNR |
| 12. Because this soldier did not know how to disassemble his .45 caliber pistol, another soldier had to help him do it. | U M A O CNR |
| 13. This soldier was assigned the task of constructing a machinegun emplacement on the perimeter. He constructed the position using good concealment and cover. He then properly filled out his range card with the correct fields of fire and final protective line. | U M A O CNR |

M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

-
- | | | | | | |
|---|---|---|---|---|-----|
| 14. On an FTX this soldier, who was serving as the compass man, took the patrol on a pre-planned route to the objective rallying point. This soldier also successfully guided the patrol back to the point of origin. | U | M | A | O | CNR |
| 15. Even with the instructions right in front of him, this soldier could not decontaminate his skin with the decontamination kit. | U | M | A | O | CNR |
| 16. This soldier searched a POW in a field environment. The soldier failed to search the subject below the waist. Consequently, the POW pulled out a knife and killed the soldier. | U | M | A | O | CNR |
| 17. This soldier was not using his bayonet-rifle aggressively during training and probably would have lost a confrontation with an opponent. | U | M | A | O | CNR |
| 18. When this soldier, who was point man on a reconnaissance patrol, noticed a shack to the front, he got the attention of the leader before the patrol walked into a suspected enemy position. | U | M | A | O | CNR |
| 19. This soldier observed a prisoner attempting to escape over a fence. The soldier ordered the prisoner to halt and was able to apprehend the prisoner without firing any shots. | U | M | A | O | CNR |
| 20. Even with hours of practice this soldier was unable to throw a grenade through a window from more than 10' away. | U | M | A | O | CNR |

Name: _____

Behavioral Incident Standard Setting Questionnaire

96B - INTELLIGENCE ANALYST

In this section of the workshop we would like you to help us set job performance standards on two or three broad performance areas that apply to the MOS that you are rating. For each area, twenty behavioral incidents, or examples of performance, have been provided by other SMEs as samples of the types of behaviors that fit each area. These examples come from a number of different MOS and they vary in level of effectiveness. Thus, some incidents illustrate poor performance and some illustrate good performance, but they all illustrate performance within a particular type of job behavior.

For each area, read the definition and think of similar types of tasks that are performed in the MOS that you are rating. Then for each behavioral incident ask yourself the following question:

If a soldier **CONSISTENTLY** performed duties in this area at a level of effectiveness like the example incident, what kind of soldier would this be?

Refer to the one-page handout containing the definitions of Unacceptable, Marginal, Acceptable, and Outstanding performance to guide you as you make your ratings. Make your ratings by thinking of similar types of incidents for your MOS. Circle the letter that matches that level of effectiveness of incident. If any incident is so unfamiliar that you cannot decide what level of performance effectiveness it represents, then circle CNR for "cannot rate." Please make sure that you circle only one response for each example.

Remember: As you make your ratings, think about soldiers who have about 24 months of service in this MOS after Basic and AIT. Also keep in mind all that you know about the full range of duty assignments for this MOS.

Example:

Demonstrate Leadership -- Demonstrate leadership and maturity. Act as a model, give direction and instruction to peers; support peers and/or provide informal counseling; and promote a positive public image of the military.

1. This soldier spent many duty and non-duty hours learning his new MOS. In a few months, he was tops in his MOS and was selected as the first E-4 to evaluate other soldiers in the MOS.

U M A ☒ CNR

The rater read the definition of Demonstrate Leadership and the example and decided that a soldier who consistently performed like this example would be demonstrating outstanding leadership. Therefore, the rater circled the "O" for Outstanding.

H. Clerical -- Type; follow standard procedures to complete forms, copy, file, and retrieve information; distribute, inspect, store, and ship materials.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|--|-------------|
| 1. This soldier typed a message in 16-line format and transmitted it within the prescribed time. | U M A O CNR |
| 2. When performing a PMCS in preparation for dispatch, this soldier did not properly fill out the DA 2404 heading. He also failed to record on the form several deficiencies with the vehicle. | U M A O CNR |
| 3. This soldier left the motor pool without ensuring that his/her log book was complete. He/she was later involved in an accident and was subsequently reprimanded for not having the proper forms on hand. | U M A O CNR |
| 4. After being involved in a minor accident in a small town, this soldier filled out Form 91 completely and correctly, obtained a list of witnesses, and filed a complete report. | U M A O CNR |
| 5. The soldier's job was to type routine letters and endorsements. Because he/she types slowly, he/she falls behind in work. | U M A O CNR |
| 6. This soldier did not record shots given to soldiers on their individual shot records. As a result, many soldiers were given shots over again. | U M A O CNR |
| 7. This soldier was taking an inventory of equipment stored in a chest. He/she was careful to follow the inventory sheet to ensure that the chest was properly loaded. | U M A O CNR |
| 8. When assigned to type monthly reports for Higher HQ, this soldier often submits reports with numerous errors and strikeovers. These errors must be corrected, thus the reports are often late. | U M A O CNR |
| 9. This soldier is required to pick up mail in the unit mailroom once a day and hold a mail call hour. One day after mail call hour, this soldier took the remaining mail and kept it in his/her room overnight rather than returning it to the unit mailroom. | U M A O CNR |
| 10. This soldier wrote a 1408 (Armed Forces Traffic Ticket) without making any errors. | U M A O CNR |
| 11. When this newly assigned soldier was asked to type a draft letter, he/she could not operate the typewriter, could not spell, used improper abbreviations, and could not follow the provided format. As a result, another soldier was asked to type the draft letter. | U M A O CNR |
| 12. This soldier did not have the receiving soldier sign the GBL document when he/she dropped off his/her \$150,000 load. The receiving unit later claimed they had never received the load, and the soldier was liable for the cargo. | U M A O CNR |
| 13. When assigned to file letters and documents, this soldier failed to sort documents in alphabetical and numerical order. As a result, other office personnel spent many hours trying to locate these documents in the files. | U M A O CNR |
| 14. When instructed to type a draft in final form, this soldier submitted a typed copy with no strikeovers and with erasures that were neat and legible. The final product reflected the 'textbook' image. | U M A O CNR |

- H. Clerical -- Type; follow standard procedures to complete forms, copy, file, and retrieve information; distribute, inspect, store, and ship materials.

U - Unacceptable
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- | | |
|---|-------------|
| 15. When personal mail appeared along with distribution documents, this soldier failed to forward the personal mail to the unit mailroom as per Army regulations. | U M A O CNR |
| 16. When instructed to prepare a form (DA Form 3964) to transfer the accountability of a SECRET document to an NCO, this soldier prepared the form accurately. | U M A O CNR |
| 17. On a Monday, this soldier was tasked to type a training schedule for a suspense of Friday. The task was finished on Wednesday. | U M A O CNR |
| 18. When dispatching keys, this soldier failed to sign them out properly, resulting in some of the keys being lost. | U M A O CNR |
| 19. When assigned to prepare a request for approval of a form, this soldier prepared five copies and prepared a numerical as well as a functional control card for the form. | U M A O CNR |
| 20. Although this soldier knew nothing about the unit filing system, he/she offered to update the system. This soldier could not complete the job alone and asked another soldier for help. | U M A O CNR |

I. Communication -- Give and receive information using oral, written, and hand/arm signals. Read manuals, publications, maps, etc. Provide counseling.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

- | | |
|--|-------------|
| 1. This soldier failed to review a case before testifying in court. As a result, he/she was unable to answer some of the questions he/she was asked. | U M A O CNR |
| 2. When given 3 points to find on a land navigation course, this soldier got lost and could not finish the course because he/she could not read the map. | U M A O CNR |
| 3. This soldier was called to talk to a potential suicide victim who was threatening to jump off a bridge. The soldier remained calm while talking with the victim and was able to talk him/her down. | U M A O CNR |
| 4. When this soldier detected enemy movement, he/she reported this to his/her squad leader by using the proper hand and arm signals. The platoon moved back and avoided enemy contact. | U M A O CNR |
| 5. This soldier asked a subject several incriminating questions before advising the subject of his/her rights. As a result, some of the most serious charges against the subject had to be dropped. | U M A O CNR |
| 6. While on patrol, this soldier observed a soldier with his/her field jacket unbuttoned. The soldier instructed the soldier to button his/her field jacket and explained the applicable uniform regulation to him/her. | U M A O CNR |
| 7. This new soldier was assigned the task of helping to start a new system for routing correspondence. He/she submitted a detailed written proposal for completely reorganizing the message center routing system. The system was implemented, resulting in the different sections receiving their mail and distribution in a more timely manner. | U M A O CNR |
| 8. During a routine brake adjustment, this soldier was unable to locate the adjustment settings in the technical manual. | U M A O CNR |
| 9. While this soldier was serving as the office receptionist, a soldier came in requesting help with a personnel action. Because the soldier was uncertain about which office was responsible for processing the action, he/she made several phone calls and then referred the soldier to the correct office. As a result, the soldier was able to obtain quick and efficient service on the action. | U M A O CNR |
| 10. During his/her off-duty hours, this soldier taught himself/herself how to work puppets so that he/she could use them to teach children about crime prevention and safety. His/her presentations were so successful that schools in the area requested him/her personally and the crime prevention and safety program was expanded. | U M A O CNR |
| 11. During daylight this soldier wrote the patrol order in red ink. When he/she had to read it at night using a red lens flashlight because of light discipline, he/she was unable to see the red ink. He/she had to take the red filter off the flashlight, which jeopardized the position of the team. | U M A O CNR |
| 12. This soldier, while on routine patrol, observed two soldiers in an argument with each other. The soldier talked to the two soldiers and, without the threat of force, convinced them to go about their business. | U M A O CNR |

- I. Communication -- Give and receive information using oral, written, and hand/arm signals. Read manuals, publications, maps, etc. Provide counseling.

U - Unacceptable
M - Marginal
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- | | |
|---|-------------|
| 13. When this soldier and a fellow soldier were separated from their unit during a move out, this soldier was able to use a map and compass to guide them back to their company's last command post. As a result, they linked up with friendly forces and were returned to their unit. | U M A O CNR |
| 14. This soldier refuses to consult technical manuals, even when he/she is not sure of what to do. As a result, other soldiers often have to finish up jobs that he/she starts. | U M A O CNR |
| 15. During a night move, the soldier in charge of signalling the truck behind him with a red lens light failed to turn off the light when his truck stopped. As a result, the truck behind him rammed into the tube of the howitzer, causing extensive damage to both the howitzer and the truck. | U M A O CNR |
| 16. When asked questions by the company commander during an in-ranks inspection, this soldier could not describe how to shoot a back azimuth using a compass. He/she also was unable to answer questions about map reading. | U M A O CNR |
| 17. This soldier was given the task of transmitting a voice message. The soldier did not follow proper radio discipline. He/she used incorrect call signs and improper prosigns. | U M A O CNR |
| 18. This soldier was attempting to interview a woman whose husband was injured in a car accident. The soldier removed the woman from the scene of the accident before questioning her. This way the woman was able to calm down and give the soldier the necessary information. | U M A O CNR |
| 19. When assigned to the reception area to provide customer service, greet clients and answer phones, this soldier did not use proper tact. He/she was rude and offensive in dealing with clients. | U M A O CNR |
| 20. During Staff Weather Operations, this soldier was directed to establish communications with the National Guard. The soldier, after establishing voice communications, was able to tell the National Guard's radio operator how to set up teletype communications. | U M A O CNR |

M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

1. When assigned to be flank security for his squad, this soldier moved back into the formation when the vegetation became too thick and moved back out when it thinned. U M A O CNR
2. This soldier failed to lower his head while a Claymore mine was fired. He was injured by the back blast. U M A O CNR
3. This soldier was assigned to escort a new prisoner to his cell in the confinement facility. The prisoner had cooperated fully with all of the other soldiers and authorities at the confinement facility. However, this soldier verbally abused and criticized the new prisoner, even though the prisoner was being cooperative. U M A O CNR
4. This soldier's unit was pinned down by an automatic weapon position. This soldier jumped up and threw a grenade, destroying the enemy position. But the soldier was killed, too. U M A O CNR
5. This soldier got lost during a land navigation exercise. A search party found him several clicks away from his destination. U M A O CNR
6. After finding a soldier who had been exposed to a nerve agent, this soldier first put on his protective mask, and administered the antidote to himself. He then masked the casualty, administered the antidote to the patient and called for further medical assistance. U M A O CNR
7. This soldier was instructed not to chamber a round into his M16, but did so anyway. Later, while on patrol, he was surprised by another soldier. This soldier automatically fired, seriously injuring the other soldier. U M A O CNR
8. During a field exercise, this soldier failed to perform his assigned duties of constructing a fighting position, establishing a listening post and installing a telephone. U M A O CNR
9. While performing field duties at a dismount point, this soldier failed to use a sign/countersign challenge when an individual entered the company area. U M A O CNR
10. During this soldier's tour of guard duty, the field officer of the day and the officer of the guard approached. This soldier aggressively challenged them and displayed thorough knowledge of his responsibilities. As a result, the company was helped in achieving outstanding ratings. U M A O CNR
11. Although he was inexperienced in the handling of explosives, this soldier claimed he had worked with TNT. He accidentally set off the TNT, however, killing himself and an NCOIC. U M A O CNR
12. Because this soldier did not know how to disassemble his .45 caliber pistol, another soldier had to help him do it. U M A O CNR
13. This soldier was assigned the task of constructing a machinegun emplacement on the perimeter. He constructed the position using good concealment and cover. He then properly filled out his range card with the correct fields of fire and final protective line. U M A O CNR

M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

U - Unacceptable
M - Marginal
A - Acceptable
O - Outstanding
CNR - Cannot Rate

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- | | |
|---|-------------|
| 14. On an FTX this soldier, who was serving as the compass man, took the patrol on a pre-planned route to the objective rallying point. This soldier also successfully guided the patrol back to the point of origin. | U M A O CNR |
| 15. Even with the instructions right in front of him, this soldier could not decontaminate his skin with the decontamination kit. | U M A O CNR |
| 16. This soldier searched a POW in a field environment. The soldier failed to search the subject below the waist. Consequently, the POW pulled out a knife and killed the soldier. | U M A O CNR |
| 17. This soldier was not using his bayonet-rifle aggressively during training and probably would have lost a confrontation with an opponent. | U M A O CNR |
| 18. When this soldier, who was point man on a reconnaissance patrol, noticed a shack to the front, he got the attention of the leader before the patrol walked into a suspected enemy position. | U M A O CNR |
| 19. This soldier observed a prisoner attempting to escape over a fence. The soldier ordered the prisoner to halt and was able to apprehend the prisoner without firing any shots. | U M A O CNR |
| 20. Even with hours of practice this soldier was unable to throw a grenade through a window from more than 10' away. | U M A O CNR |

Attachment 8:
Task-Based Standard Setting Form and Supporting Materials

Task-Based Standard Setting Exercise

Instructions and EXAMPLE

In this exercise, we would like you to help us set standards for performance in two or three fairly general areas. These areas could apply to more than one MOS; some examples are Individual Combat, Vehicle and Equipment Operation, and Communication.

There are two major steps that will be completed for each task area. The first step involves group participation, while the second step is completed individually. Refer to the EXAMPLE on the next page as you read through the steps below.

Step 1. Read the Task Area Definition and the Sample Tasks listed there. Under the "Yes/No" column, circle "Y" if you think the Sample Task is performed in the MOS you are rating; circle "N" if you think it is not performed in this MOS. If you circle "N," try to think of a task that is performed in this MOS that is similar to the Sample Task in terms of the type of operations or steps involved, the kinds of skills required, and the degree of difficulty in performing the task. However, do not write your "substitute" task down yet.

After everyone has completed this part of the step, we will discuss possible substitute tasks (or the group may decide that the Sample Task really does occur). After this discussion, a consensus will be reached about the best substitute tasks, and these will be written on the appropriate lines.

Look at the EXAMPLE. A group of 63B agreed that "Replace transmission rotor hub assembly" was not performed in their MOS, and they reached a consensus, after discussion, that "Replace hydrovac in a 5-Ton" was similar in terms of operations performed, skills required, and degree of difficulty in performing. The group did think the other two Sample Tasks were performed in the 63B MOS, so the "Y" is circled for those two tasks, and no substitutes appear.

Step 2. After agreeing on Sample Tasks or substitutes, you will individually complete the second major step, judging what should be the test score cutoffs on these tasks in order to be viewed as Marginal, Acceptable, or Outstanding performers (using the Performance Level Definitions).

To help make judgments for the second step, the form provides information about actual soldier performance on hands-on tests of the Sample Tasks. This test-score information is not based on SQT scores, where soldiers are allowed to practice repeatedly. The hands-on test scores referred to here are from specially-developed tests that were given with no advance warning and no practice allowed.

Look at the EXAMPLE again. In the EXAMPLE, 34 out of 100 soldiers score 55 or worse on the specially developed hands-on tests for these sample tasks. In other words, 34 out of 100 soldiers could correctly perform 55% or fewer of the steps in the hands-on tests.

The judge in this example decided that getting less than 55% correct on these tasks was Unacceptable and drew his line marking the Unacceptable category below 55. He felt that scores less than 75 were Marginal; 75 and above Acceptable. Finally, he felt that scores of 95 and better represent Outstanding performance. Nine out of 100 soldiers (100 minus 91) would be considered outstanding performers, according to this judge.

PLEASE put your name and the MOS you're rating in the spaces provided on EVERY page.

NOTE: As you make your ratings, think about soldiers who have about 24 months of service in this MOS after Basic and AIT. Also keep in mind all that you know about the full range of duty assignments for this MOS.

Task-Based Standard Setting Form

A. Mechanical Systems Maintenance: Inspect, install, maintain, or repair mechanical systems.

<u>Sample Tasks</u>	<u>Part of the MOS?</u> <u>YES/NO</u>	<u>Substitute Tasks</u>
1. Perform operator maintenance on M16A1 rifle.	(Y) N	1. _____
2. Replace transmission in rotor hub assembly.	Y (N)	2. <u>Replace hydrovac in a 5-Ton</u>
3. Replace wheel bearings.	(Y) N	3. _____

Actual Hands-On Test-Score Information for these Tasks:

<u>Test Score</u> <u>% OF Steps Correctly Performed</u>		<u>Number of Soldiers Who Score</u> <u>the Same or Worse Than This</u>
O	100	100 out of 100 soldiers
	95	91 out of 100 soldiers
	90	82 out of 100 soldiers
A	85	73 out of 100 soldiers
	80	63 out of 100 soldiers
	75	57 out of 100 soldiers
M	70	51 out of 100 soldiers
	65	47 out of 100 soldiers
	60	42 out of 100 soldiers
U	55	34 out of 100 soldiers
	50	26 out of 100 soldiers
	45	25 out of 100 soldiers
	40	24 out of 100 soldiers
	35	23 out of 100 soldiers
	30	21 out of 100 soldiers
	25	16 out of 100 soldiers
	20	11 out of 100 soldiers
	15	10 out of 100 soldiers
	10	9 out of 100 soldiers

DRAW 3 LINES THAT MARK THE CUTOFFS BETWEEN THE CATEGORIES.

LABEL THE CATEGORIES: O (Outstanding)
A (Acceptable)
M (Marginal)
U (Unacceptable)

Name: _____

MOS You Are Rating: _____

Task-Based Standard Setting Form

B. Electrical and Electronic Systems Maintenance: Inspect, install, maintain, or repair electrical or electronic equipment.

<u>Sample Tasks</u>	<u>Part of the MOS?</u> <u>YES/NO</u>	<u>Substitute Tasks</u>
1. Operate radio set AN/PRC-77.	Y N	1. _____ _____
2. Install/operate field phone.	Y N	2. _____ _____
3. Install radio AN/GRC-106.	Y N	3. _____ _____

Actual Hands-On Test-Score Information for these Tasks:

<u>Test Score</u> <u>% OF Steps Correctly Performed</u>	<u>Number of Soldiers Who Score</u> <u>the Same or Worse Than This</u>
100	100 out of 100 soldiers
95	66 out of 100 soldiers
90	54 out of 100 soldiers
85	45 out of 100 soldiers
80	36 out of 100 soldiers
75	26 out of 100 soldiers
70	16 out of 100 soldiers
65	12 out of 100 soldiers
60	7 out of 100 soldiers
55	6 out of 100 soldiers
50	4 out of 100 soldiers
45	3 out of 100 soldiers
40	1 out of 100 soldiers
35	1 out of 100 soldiers
30	1 out of 100 soldiers
25	1 out of 100 soldiers
20	0 out of 100 soldiers
15	0 out of 100 soldiers
10	0 out of 100 soldiers

DRAW 3 LINES THAT MARK THE CUTOFFS BETWEEN THE CATEGORIES

LABEL THE CATEGORIES: O (Outstanding)
A (Acceptable)
M (Marginal)
U (Unacceptable)

Name: _____

MOS You Are Rating: _____

Task-Based Standard Setting Form

D. Vehicle and Equipment Operations: Drive or operate heavy mechanical equipment.

<u>Sample Tasks</u>	<u>Part of the MOS?</u> <u>YES/NO</u>	<u>Substitute Tasks</u>
1. Start/stop tank engine.	Y N	1. _____ _____
2. Couple/uncouple semitrailer.	Y N	2. _____ _____
3. Operate tractor/semitrailer.	Y N	3. _____ _____

Actual Hands-On Test-Score Information for these Tasks:

<u>Test Score</u> <u>% OF Steps Correctly Performed</u>	<u>Number of Soldiers Who Score</u> <u>the Same or Worse Than This</u>
100	100 out of 100 soldiers
95	87 out of 100 soldiers
90	78 out of 100 soldiers
85	70 out of 100 soldiers
80	62 out of 100 soldiers
75	51 out of 100 soldiers
70	39 out of 100 soldiers
65	32 out of 100 soldiers
60	24 out of 100 soldiers
55	18 out of 100 soldiers
50	11 out of 100 soldiers
45	9 out of 100 soldiers
40	6 out of 100 soldiers
35	5 out of 100 soldiers
30	3 out of 100 soldiers
25	2 out of 100 soldiers
20	1 out of 100 soldiers
15	1 out of 100 soldiers
10	1 out of 100 soldiers

DRAW 3 LINES THAT MARK THE CUTOFFS BETWEEN THE CATEGORIES

LABEL THE CATEGORIES: O (Outstanding)
A (Acceptable)
M (Marginal)
U (Unacceptable)

Name: _____

MOS You Are Rating: _____

Task-Based Standard Setting Form

H. Clerical: Type; follow standard procedures to complete forms, copy, file, and retrieve information; distribute, inspect, store, and ship materials.

<u>Sample Tasks</u>	<u>Part of the MOS?</u> <u>YES/NO</u>	<u>Substitute Tasks</u>
1. Prepare a message in 16-line format.	Y N	1. _____ _____
2. File documents and correspondence.	Y N	2. _____ _____
3. Type military orders.	Y N	3. _____ _____

Actual Hands-On Test-Score Information for these Tasks:

<u>Test Score</u> <u>% OF Steps Correctly Performed</u>	<u>Number of Soldiers Who Score</u> <u>the Same or Worse Than This</u>
100	100 out of 100 soldiers
95	85 out of 100 soldiers
90	80 out of 100 soldiers
85	70 out of 100 soldiers
80	60 out of 100 soldiers
75	51 out of 100 soldiers
70	41 out of 100 soldiers
65	33 out of 100 soldiers
60	25 out of 100 soldiers
55	21 out of 100 soldiers
50	17 out of 100 soldiers
45	14 out of 100 soldiers
40	10 out of 100 soldiers
35	9 out of 100 soldiers
30	7 out of 100 soldiers
25	6 out of 100 soldiers
20	4 out of 100 soldiers
15	3 out of 100 soldiers
10	2 out of 100 soldiers

DRAW 3 LINES THAT MARK THE CUTOFFS BETWEEN THE CATEGORIES

LABEL THE CATEGORIES: O (Outstanding)
A (Acceptable)
M (Marginal)
U (Unacceptable)

Name: _____

MOS You Are Rating: _____

Task-Based Standard Setting Form

- I. Communication:** Give and receive information using oral, written, and hand/arm signals.
Read manuals, publications, maps, etc. Provide counseling.

<u>Sample Tasks</u>	<u>Part of the MOS?</u> <u>YES/NO</u>	<u>Substitute Tasks</u>
1. Send a radio message.	Y N	1. _____ _____
2. Establish/enter/leave radio net.	Y N	2. _____ _____
3. Use hand and arm signals to direct traffic.	Y N	3. _____ _____

Actual Hands-On Test-Score Information for these Tasks:

<u>Test Score</u> <u>% OF Steps Correctly Performed</u>	<u>Number of Soldiers Who Score</u> <u>the Same or Worse Than This</u>
100	100 out of 100 soldiers
95	82 out of 100 soldiers
90	75 out of 100 soldiers
85	64 out of 100 soldiers
80	52 out of 100 soldiers
75	48 out of 100 soldiers
70	43 out of 100 soldiers
65	40 out of 100 soldiers
60	36 out of 100 soldiers
55	33 out of 100 soldiers
50	29 out of 100 soldiers
45	23 out of 100 soldiers
40	16 out of 100 soldiers
35	14 out of 100 soldiers
30	11 out of 100 soldiers
25	9 out of 100 soldiers
20	6 out of 100 soldiers
15	5 out of 100 soldiers
10	3 out of 100 soldiers

DRAW 3 LINES THAT MARK THE CUTOFFS BETWEEN THE CATEGORIES

LABEL THE CATEGORIES: O (Outstanding)
A (Acceptable)
M (Marginal)
U (Unacceptable)

Name: _____

MOS You Are Rating: _____

Task-Based Standard Setting Form

M. Individual Combat: Engage in combat and survival skills; know customs and laws of war.

<u>Sample Tasks</u>	<u>Part of the MOS?</u> <u>YES/NO</u>	<u>Substitute Tasks</u>
1. Engage targets with grenades.	Y N	1. _____ _____
2. Load, reduce stoppage, and clear an M16A1 rifle.	Y N	2. _____ _____
3. Put on protective clothing.	Y N	3. _____ _____

Actual Hands-On Test-Score Information for these Tasks:

<u>Test Score</u> <u>% OF Steps Correctly Performed</u>	<u>Number of Soldiers Who Score</u> <u>the Same or Worse Than This</u>
100	100 out of 100 soldiers
95	78 out of 100 soldiers
90	63 out of 100 soldiers
85	52 out of 100 soldiers
80	40 out of 100 soldiers
75	32 out of 100 soldiers
70	23 out of 100 soldiers
65	19 out of 100 soldiers
60	14 out of 100 soldiers
55	11 out of 100 soldiers
50	8 out of 100 soldiers
45	7 out of 100 soldiers
40	5 out of 100 soldiers
35	4 out of 100 soldiers
30	2 out of 100 soldiers
25	2 out of 100 soldiers
20	1 out of 100 soldiers
15	1 out of 100 soldiers
10	1 out of 100 soldiers

DRAW 3 LINES THAT MARK THE CUTOFFS BETWEEN THE CATEGORIES

LABEL THE CATEGORIES: O (Outstanding)
A (Acceptable)
M (Marginal)
U (Unacceptable)

Name: _____

MOS You Are Rating: _____

Task-Based Standard Setting Form

N. Crew-served Weapons: Operate and fire direct and indirect crew-served weapons.

<u>Sample Tasks</u>	<u>Part of the MOS?</u> <u>YES/NO</u>	<u>Substitute Tasks</u>
1. Emplace/recover aiming posts.	Y N	1. _____ _____
2. Emplace/recover collimator (M109, M110).	Y N	2. _____ _____
3. Lay howitzer for initial direction of fire (M109, M110).	Y N	3. _____ _____

Actual Hands-On Test-Score Information for these Tasks:

<u>Test Score</u> <u>% OF Steps Correctly Performed</u>	<u>Number of Soldiers Who Score</u> <u>the Same or Worse Than This</u>
100	100 out of 100 soldiers
95	64 out of 100 soldiers
90	51 out of 100 soldiers
85	41 out of 100 soldiers
80	31 out of 100 soldiers
75	27 out of 100 soldiers
70	22 out of 100 soldiers
65	21 out of 100 soldiers
60	20 out of 100 soldiers
55	19 out of 100 soldiers
50	18 out of 100 soldiers
45	18 out of 100 soldiers
40	17 out of 100 soldiers
35	17 out of 100 soldiers
30	16 out of 100 soldiers
25	15 out of 100 soldiers
20	14 out of 100 soldiers
15	12 out of 100 soldiers
10	10 out of 100 soldiers

DRAW 3 LINES THAT MARK THE CUTOFFS BETWEEN THE CATEGORIES

LABEL THE CATEGORIES: O (Outstanding)

A (Acceptable)

M (Marginal)

U (Unacceptable)

PHASE III GROUP DISCUSSION SCRIPT: TASK-BASED STANDARD SETTING EXERCISE

SUMMARY

In the group discussion phase of the workshops, the SMEs receive feedback about how the rest of their group responded to the Task-Based Standard Setting Exercise. After discussing this information as a group, SMEs individually rerate the task areas. The discussion and rerating are completed for the Individual Combat task area first (**all** MOS have this category), then for the additional task category chosen for the MOS (see page 5 for a list).

The group discussion involves a series of steps, which are summarized below. On the following pages, a script and other details are provided for each step. Your roles as a workshop leader are to guide and take notes on the discussion. We are NOT interested in forcing a group consensus.

NOTE: Do not let the participants change their answers on the original rating form. Some of them attempt to make changes while the discussion is going on. Any changes should be made on the rerate form.

A. Task Area 1: Individual Combat

1. Tally responses by %-Correct intervals (20-29%, 30-39%, etc.) for **Marginal**
2. Explain the effect of the cut scores, given the normative data
3. Discuss low, medium, and high cut scores for **Marginal**
4. Tally responses for **Acceptable**
5. Explain the effect of the cut scores, given the normative data
6. Discuss low, medium, and high cut scores for **Acceptable**
7. Tally responses for **Outstanding**
8. Explain the effect of the cut scores, given the normative data
9. Discuss low, medium, and high cut scores for **Outstanding**
10. Rerate Individual Combat

B. Task Area 2: varies by MOS (see page 5 for listing of task areas by MOS)

1. Tally responses by %-Correct intervals (20-29%, 30-39%, etc.) for **Marginal**
2. Explain the effect of the cut scores, given the normative data
3. Discuss low, medium, and high cut scores for **Marginal**
4. Tally responses for **Acceptable**
5. Explain the effect of the cut scores, given the normative data
6. Discuss low, medium, and high cut scores for **Acceptable**
7. Tally responses for **Outstanding**
8. Explain the effect of the cut scores, given the normative data
9. Discuss low, medium, and high cut scores for **Outstanding**
10. Rerate this task area

[When the SMEs have completed the Task-Based Standard Setting Exercise, ask them to turn to the **Individual Combat** task area. For the **Marginal** cutoffs, determine the lowest response, then start the tally with that interval.]

1.

Now that you've made your performance standard judgments individually, we're going to discuss them as a group. To help us do that, we'll tally the group judgments so you can see what the other people said. Please turn to the **Individual Combat** task area. First we'll get a tally for the **Marginal** cutoffs. That's the line separating Unacceptable and Marginal performance categories. How many of you drew your line just above 40 or just above 45? [This would be the 40's interval. Repeat as necessary for the remaining test score intervals. Make a quick tally of the responses on the flip-chart or chalkboard.]

2.

[Starting with the lowest interval tallied, show the group what the effect would be of implementing this interval, using the normative data. For example, you might say...] The lowest cutoff anyone in this group set between **Unacceptable** and **Marginal** was around 45%. You're saying this is the lower bound for Marginal, and anyone below this cut is Unacceptable. As we can see from the test score information given on the bottom of the page, 7 out of 100 soldiers actually score at or below that on hands-on tests in this task area. Setting the standard here, then, would mean that 7% of the current force is "Unacceptable," i.e., "Their performance is hurting the Army. Additional training would not bring their performance up to acceptable levels." [Repeat as necessary for each Marginal %-correct interval.]

3.

Now we'll discuss the cut scores as a group. Don't change any of your answers yet. We'll give you a chance after the discussion to tell us how you might change your cutoffs. [If there is complete agreement (i.e., all answers fall in a single 10-point interval) no discussion is necessary.] There are two purposes to the group discussion. First, we need to know why you made cuts where you did. Second, someone in the group may bring up an issue or reason you didn't think of when you made your judgments. Talking about the judgments as a group can help ensure that all information is considered. [You'll need to take notes during the discussion. If you choose to take notes on the flip-chart or chalkboard, be sure to transcribe them at the end of the workshop. It is critical that you bring back understandable notes from these group discussions.]

Let's start with the lowest level. At least one of you indicated that a soldier can be a marginal performer if she or he passes only 30% [or whatever—pick the lowest interval] of the steps in this task area. Why did you pick that cutoff? [This is the tough part. If nobody responds, prompt again with some suggestions about why a low cut point was set. For example.] Maybe you think soldiers only need a low level of proficiency in tasks like this to be at least marginal performers. Or maybe you based the standard on the proportion of soldiers who perform worse than 30% correct. [If nobody volunteers, ask the group to respond.] OK, let's ask the whole group, even those who set higher cutoffs. Can any of you think of a reason why a cutoff of 30% correct might be recommended for this task area? Even if you disagree, you might be able to see why someone would put that. [Listen to explanations for a few minutes, then proceed to the mid-level standard.]

OK, let's go on to the middle range of responses. [NOTE: If there are only two intervals of responses, for example the 50's and 60's, there is no middle standard to discuss, so go straight to the higher-level standard.] Some of you said a soldier should pass about 60% [or whatever the middle interval is] of the steps in this task area to be at least a marginal performer. Which of you is willing to tell us why you picked that answer? [If nobody responds, prompt with some suggestions, such as] Maybe you think very low proficiency in this task area prevents smooth operations, or in some way interferes with the MOS goals. Or you might have based your decision on the proportion of soldiers who perform better or worse than 60% correct. [By now they should have the hang of this, but if not, ask the group for ideas.] Can any of you, even if you disagree, think of a reason why a cutoff of 60% correct might be recommended for this task area? [Listen to explanations for a few minutes, then proceed to the high-level cutoff.]

OK, now let's hear from the people who chose a high cutoff. Some of you indicated a soldier must pass about 80% [or whatever the high interval is] of the steps in this task area to be at least a marginal performer. Which of you is willing to tell us why you picked that answer? [If nobody responds, prompt with some suggestions, such as] Maybe you think low proficiency in this task area has dangerous implications for the soldier or coworkers, or can lead to expensive equipment problems, or can impede the objectives of the unit. [Again, if no discussion arises, ask the group for ideas.] Can anyone in the group think of a reason why a cutoff of 80% correct might be recommended for this task area? [Listen to explanations for a few minutes.] OK, that wraps up the Marginal cutoffs.

4.

Now we'll get a tally for the **Acceptable** cutoff. That's the line between the **Marginal** and **Acceptable** performance categories. We'll go around the room and you can tell me where you drew the line separating Marginal and Acceptable. [Make a quick tally of the responses on the flip-chart or chalkboard.]

5.

[Starting with the lowest interval tallied, show the group what the effect would be of implementing this cutoff, using the normative data. For example, you might say...] The lowest cutoff anyone in this group set for **Acceptable** was 60% correct. As we can see from the test score information at the bottom of the page, 14 out of 100 soldiers actually score **at or below** that on hands-on tests in this task area. Setting the standard here, then, would mean that 14% of the current force is "Less than Acceptable," and 86% of the current force is at least acceptable, i.e., "They are doing an adequate job, and are making positive contributions to the Army." [Repeat as necessary for each Acceptable %-correct interval.]

6.

Now we'll discuss the reasoning behind your judgments for the Acceptable cut score. Again, let's start with the lower levels... [If there is complete agreement (i.e., all answers fall in a single 10-point interval) no discussion is necessary.]

[For the Acceptable cut score, go through the same basic discussion sequence used with the Marginal cut score. There probably won't be as wide a range of responses, so you may not have a middle-level to discuss. When the Acceptable cut score has been adequately discussed, proceed to the Outstanding cut score.]

7.

Now we'll get a tally for the **Outstanding** cut score. We'll go around the room like before and you can tell me where you drew the line separating **Acceptable** from **Outstanding** performance. [Make a quick tally of the responses on the flip-chart or chalkboard.]

8.

[Starting with the lowest interval tallied, show the group what the effect would be of implementing this interval, using the normative data. For example, you might say...] The lowest cutoff anyone in this group set for **Outstanding** was 70% correct. As we can see from the test score information, 78 out of 100 soldiers actually score **at or below** that on hands-on tests in this task area, so 22 out of 100 soldiers score above that. Setting the standard here, then, would mean that 22% of the current force is "Outstanding," i.e., "They are making exceptional contributions to the Army and are good examples to other soldiers." [Repeat as necessary for each **Outstanding** %-correct interval.]

9.

Now we'll discuss the reasoning behind your judgments for the Outstanding cut score. Again, let's start with the lower levels... [If there is complete agreement (i.e., all answers fall in a single 10-point interval) no discussion is necessary.]

[For the Outstanding cut score, go through the same basic discussion sequence used with the Marginal cut score. There probably won't be as wide a range of responses, so you may not have a middle-level to discuss. When the Outstanding cut score has been adequately discussed, proceed to the **Rerate Exercise** described next.]

10.

Now that we've discussed all the cut scores for the **Individual Combat** task area, I'd like you to make your ratings again for this task area. [Pass out the **Individual Combat-Rerate** page]. The discussion may have prompted you to consider some aspects of performance standards that you did not think of initially, and as a result you may want to change your ratings. Or, you may stick with your initial cut scores. Either way is OK; there are no "right" or "wrong" answers. Just give us your best estimate of the cut scores for marginal, acceptable, and outstanding performers. Make your cutoff lines again on the rerate form -- even if you aren't going to change your answers. **PLEASE BE SURE TO PUT YOUR NAME ON THE FORM.**

[Give them time to make the ratings. It should only take a couple minutes.]

Now we'll discuss your cutoff scores in _____ [whatever the other task area is for this MOS; see page 5 for a list of task areas to discuss by MOS].

[Go through exactly the same procedure for this task area:

- (1) tally cut score intervals for Marginal,
- (2) explain the effect of these cutoffs using the normative data,
- (3) discuss low, medium, and high cut scores for Marginal,
- (4) tally cut score intervals for Acceptable,
- (5) explain the effect of these cutoffs using the normative data,
- (6) discuss low, medium, and high cut scores for Acceptable,
- (7) tally cut scores for Outstanding,
- (8) explain the effect of these cutoffs using the normative data,
- (9) discuss low, medium, and high cut scores for Outstanding,
- (10) rerate this task area. **Be sure they put their names on the rerate form.**]

LIST OF TASK AREAS TO DISCUSS BY MOS

MOS	TASK AREA 1	TASK AREA 2
12B	M. Individual Combat	D. Vehicle & Equipment Operations
13B	M. Individual Combat	D. Vehicle & Equipment Operations
27E	M. Individual Combat	B. Electrical & Electronic System Maintenance
29E	M. Individual Combat	B. Electrical & Electronic System Maintenance
31C	M. Individual Combat	I. Communications
31D/F	M. Individual Combat	I. Communications
51B	M. Individual Combat	D. Vehicle & Equipment Operations
54B	M. Individual Combat	D. Vehicle & Equipment Operations
55B	M. Individual Combat	H. Clerical
95B	M. Individual Combat	H. Clerical
96B	M. Individual Combat	I. Communications

Name: _____

MOS You Are Rating: _____

Task-Based Standard Setting Form -- RERATE

B. Electrical and Electronic Systems Maintenance: Inspect, install, maintain, or repair electrical or electronic equipment.

<u>Sample Tasks</u>	<u>Part of the MOS?</u> <u>YES/NO</u>	<u>Substitute Tasks</u>
1. Operate radio set AN/PRC-77.	Y N	1. _____ _____
2. Install/operate field phone.	Y N	2. _____ _____
3. Install radio AN/GRC-106.	Y N	3. _____ _____

Actual Hands-On Test-Score Information for these Tasks:

<u>Test Score</u> <u>% OF Steps Correctly Performed</u>	<u>Number of Soldiers Who Score</u> <u>the Same or Worse Than This</u>
100	100 out of 100 soldiers
95	66 out of 100 soldiers
90	54 out of 100 soldiers
85	45 out of 100 soldiers
80	36 out of 100 soldiers
75	26 out of 100 soldiers
70	16 out of 100 soldiers
65	12 out of 100 soldiers
60	7 out of 100 soldiers
55	6 out of 100 soldiers
50	4 out of 100 soldiers
45	3 out of 100 soldiers
40	1 out of 100 soldiers
35	1 out of 100 soldiers
30	1 out of 100 soldiers
25	1 out of 100 soldiers
20	0 out of 100 soldiers
15	0 out of 100 soldiers
10	0 out of 100 soldiers

DRAW 3 LINES THAT MARK THE CUTOFFS BETWEEN THE CATEGORIES

LABEL THE CATEGORIES: O (Outstanding)
A (Acceptable)
M (Marginal)
U (Unacceptable)

Name: _____
 MOS You Are Rating: _____

Task-Based Standard Setting Form -- RERATE

D. Vehicle and Equipment Operations: Drive or operate heavy mechanical equipment.

<u>Sample Tasks</u>	<u>Part of the MOS?</u> <u>YES/NO</u>	<u>Substitute Tasks</u>
1. Start/stop tank engine.	Y N	1. _____ _____
2. Couple/uncouple semitrailer.	Y N	2. _____ _____
3. Operate tractor/semitrailer.	Y N	3. _____ _____

Actual Hands-On Test-Score Information for these Tasks:

<u>Test Score</u> <u>% OF Steps Correctly Performed</u>	<u>Number of Soldiers Who Score</u> <u>the Same or Worse Than This</u>
100	100 out of 100 soldiers
95	87 out of 100 soldiers
90	78 out of 100 soldiers
85	70 out of 100 soldiers
80	62 out of 100 soldiers
75	51 out of 100 soldiers
70	39 out of 100 soldiers
65	32 out of 100 soldiers
60	24 out of 100 soldiers
55	18 out of 100 soldiers
50	11 out of 100 soldiers
45	9 out of 100 soldiers
40	6 out of 100 soldiers
35	5 out of 100 soldiers
30	3 out of 100 soldiers
25	2 out of 100 soldiers
20	1 out of 100 soldiers
15	1 out of 100 soldiers
10	1 out of 100 soldiers

DRAW 3 LINES THAT MARK THE CUTOFFS BETWEEN THE CATEGORIES

LABEL THE CATEGORIES: O (Outstanding)
 A (Acceptable)
 M (Marginal)
 U (Unacceptable)

Name: _____

MOS You Are Rating: _____

Task-Based Standard Setting Form -- RERATE

H. Clerical: Type; follow standard procedures to complete forms, copy, file, and retrieve information; distribute, inspect, store, and ship materials.

<u>Sample Tasks</u>	<u>Part of the MOS?</u> <u>YES/NO</u>	<u>Substitute Tasks</u>
1. Prepare a message in 16-line format.	Y N	1. _____ _____
2. File documents and correspondence.	Y N	2. _____ _____
3. Type military orders.	Y N	3. _____ _____

Actual Hands-On Test-Score Information for these Tasks:

<u>Test Score</u> <u>% OF Steps Correctly Performed</u>	<u>Number of Soldiers Who Score</u> <u>the Same or Worse Than This</u>
100	100 out of 100 soldiers
95	85 out of 100 soldiers
90	80 out of 100 soldiers
85	70 out of 100 soldiers
80	60 out of 100 soldiers
75	51 out of 100 soldiers
70	41 out of 100 soldiers
65	33 out of 100 soldiers
60	25 out of 100 soldiers
55	21 out of 100 soldiers
50	17 out of 100 soldiers
45	14 out of 100 soldiers
40	10 out of 100 soldiers
35	9 out of 100 soldiers
30	7 out of 100 soldiers
25	6 out of 100 soldiers
20	4 out of 100 soldiers
15	3 out of 100 soldiers
10	2 out of 100 soldiers

DRAW 3 LINES THAT MARK THE CUTOFFS BETWEEN THE CATEGORIES

LABEL THE CATEGORIES: O (Outstanding)
A (Acceptable)
M (Marginal)
U (Unacceptable)

Name: _____

MOS You Are Rating: _____

Task-Based Standard Setting Form -- RERATE

- I. Communication:** Give and receive information using oral, written, and hand/arm signals.
Read manuals, publications, maps, etc. Provide counseling.

<u>Sample Tasks</u>	<u>Part of the MOS?</u> <u>YES/NO</u>	<u>Substitute Tasks</u>
1. Send a radio message.	Y N	1. _____ _____
2. Establish/enter/leave radio net.	Y N	2. _____ _____
3. Use hand and arm signals to direct traffic.	Y N	3. _____ _____

Actual Hands-On Test-Score Information for these Tasks:

<u>Test Score</u> <u>% OF Steps Correctly Performed</u>	<u>Number of Soldiers Who Score</u> <u>the Same or Worse Than This</u>
100	100 out of 100 soldiers
95	82 out of 100 soldiers
90	75 out of 100 soldiers
85	64 out of 100 soldiers
80	52 out of 100 soldiers
75	48 out of 100 soldiers
70	43 out of 100 soldiers
65	40 out of 100 soldiers
60	36 out of 100 soldiers
55	33 out of 100 soldiers
50	29 out of 100 soldiers
45	23 out of 100 soldiers
40	16 out of 100 soldiers
35	14 out of 100 soldiers
30	11 out of 100 soldiers
25	9 out of 100 soldiers
20	6 out of 100 soldiers
15	5 out of 100 soldiers
10	3 out of 100 soldiers

DRAW 3 LINES THAT MARK THE CUTOFFS BETWEEN THE CATEGORIES

LABEL THE CATEGORIES: O (Outstanding)
A (Acceptable)
M (Marginal)
U (Unacceptable)

Name: _____

MOS You Are Rating: _____

Task-Based Standard Setting Form -- RERATE

M. Individual Combat: Engage in combat and survival skills; know customs and laws of war

<u>Sample Tasks</u>	<u>Part of the MOS?</u> <u>YES/NO</u>	<u>Substitute Tasks</u>
1. Engage targets with grenades.	Y N	1. _____ _____
2. Load, reduce stoppage, and clear an M16A1 rifle.	Y N	2. _____ _____
3. Put on protective clothing.	Y N	3. _____ _____

Actual Hands-On Test-Score Information for these Tasks:

<u>Test Score</u> <u>% OF Steps Correctly Performed</u>	<u>Number of Soldiers Who Score</u> <u>the Same or Worse Than This</u>
100	100 out of 100 soldiers
95	78 out of 100 soldiers
90	63 out of 100 soldiers
85	52 out of 100 soldiers
80	40 out of 100 soldiers
75	32 out of 100 soldiers
70	23 out of 100 soldiers
65	19 out of 100 soldiers
60	14 out of 100 soldiers
55	11 out of 100 soldiers
50	8 out of 100 soldiers
45	7 out of 100 soldiers
40	5 out of 100 soldiers
35	4 out of 100 soldiers
30	2 out of 100 soldiers
25	2 out of 100 soldiers
20	1 out of 100 soldiers
15	1 out of 100 soldiers
10	1 out of 100 soldiers

DRAW 3 LINES THAT MARK THE CUTOFFS BETWEEN THE CATEGORIES

LABEL THE CATEGORIES: O (Outstanding)
A (Acceptable)
M (Marginal)
U (Unacceptable)

Attachment 9:
Task Complexity Questionnaire

Name: _____

Task Complexity Questionnaire

12B: Combat Engineer

In this exercise, we would like you to provide information about the complexity or difficulty of sample tasks selected from two fairly general areas. These areas could apply to more than one MOS; some examples are Individual Combat, Vehicle and Equipment Operation, and Communication.

For each of the two tasks presented, there are 10 questions about the task. For several questions, there are definitions and examples to clarify the meaning of the question. Please read all definitions and examples before selecting an answer.

NOTE: If the sample task is not performed in the MOS you are rating, please use the substitute task you used in the standard setting exercise.

Task Category: D. Vehicle and Equipment Operations -- Drive or operate heavy mechanical equipment.

Sample Task: Operate tractor/semitrailer

For the **Vehicle and Equipment Operations** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

Sample Task: Operate tractor/semitrailer

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

Sample Task: Operate tractor/semitrailer

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Task Category: M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

Sample Task: Put on Protective Clothing

For the **Individual Combat** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Sample Task: Put on Protective Clothing

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Name: _____

Task Complexity Questionnaire

13B: Cannon Crew Member

In this exercise, we would like you to provide information about the complexity or difficulty of sample tasks selected from two fairly general areas. These areas could apply to more than one MOS; some examples are Individual Combat, Vehicle and Equipment Operation, and Communication.

For each of the two tasks presented, there are 10 questions about the task. For several questions, there are definitions and examples to clarify the meaning of the question. Please read all definitions and examples before selecting an answer.

NOTE: If the sample task is not performed in the MOS you are rating, please use the substitute task you used in the standard setting exercise.

Task Category: D. Vehicle and Equipment Operations -- Drive or operate heavy mechanical equipment.

Sample Task: Operate tractor/semitrailer

For the **Vehicle and Equipment Operations** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

Sample Task: Operate tractor/semitrailer

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

Sample Task: Operate tractor/semitrailer

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Task Category: M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

Sample Task: Put on Protective Clothing

For the **Individual Combat** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Sample Task: Put on Protective Clothing

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

6. Does the task or parts of the task have a time limit for its completion?
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
9. How hard are the facts or terms that must be remembered?
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
10. What are the motor control demands of this task?
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Name: _____

Task Complexity Questionnaire

27E: Tow/Dragon Repairer

In this exercise, we would like you to provide information about the complexity or difficulty of sample tasks selected from two fairly general areas. These areas could apply to more than one MOS; some examples are Individual Combat, Vehicle and Equipment Operation, and Communication.

For each of the two tasks presented, there are 10 questions about the task. For several questions, there are definitions and examples to clarify the meaning of the question. Please read all definitions and examples before selecting an answer.

NOTE: If the sample task is not performed in the MOS you are rating, please use the substitute task you used in the standard setting exercise.

Task Category: B. Electronic and Electronic Systems Maintenance -- Inspect, install, maintain, or repair electrical or electronic equipment.

Sample Task: Install radio AN/GRC-106

For the **Electronic and Electronic Systems Maintenance** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

Sample Task: Install radio AN/GRC-106

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

Sample Task: Install radio AN/GRC-106

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Task Category: M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

Sample Task: Put on Protective Clothing

For the **Individual Combat** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Sample Task: Put on Protective Clothing

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Name: _____

Task Complexity Questionnaire

29E: Radio Repairer

In this exercise, we would like you to provide information about the complexity or difficulty of sample tasks selected from two fairly general areas. These areas could apply to more than one MOS; some examples are Individual Combat, Vehicle and Equipment Operation, and Communication.

For each of the two tasks presented, there are 10 questions about the task. For several questions, there are definitions and examples to clarify the meaning of the question. Please read all definitions and examples before selecting an answer.

NOTE: If the sample task is not performed in the MOS you are rating, please use the substitute task you used in the standard setting exercise.

Task Category: B. Electronic and Electronic Systems Maintenance -- Inspect, install, maintain, or repair electrical or electronic equipment.

Sample Task: Install radio AN/GRC-106

For the **Electronic and Electronic Systems Maintenance** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

Sample Task: Install radio AN/GRC-106

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

Sample Task: Install radio AN/GRC-106

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Task Category: M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

Sample Task: Put on Protective Clothing

For the **Individual Combat** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Sample Task: Put on Protective Clothing

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Name: _____

Task Complexity Questionnaire

31C: Single Channel Radio Operator

In this exercise, we would like you to provide information about the complexity or difficulty of sample tasks selected from two fairly general areas. These areas could apply to more than one MOS; some examples are Individual Combat, Vehicle and Equipment Operation, and Communication.

For each of the two tasks presented, there are 10 questions about the task. For several questions, there are definitions and examples to clarify the meaning of the question. Please read all definitions and examples before selecting an answer.

NOTE: If the sample task is not performed in the MOS you are rating, please use the substitute task you used in the standard setting exercise.

Task Category: I. Communications -- Give and receive information using oral, written, and hand/arm signals. Read manuals, publications, maps, etc. Provide counseling.

Sample Task: Send a radio message

For the **Communications** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

Sample Task: Send a radio message

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

Sample Task: Send a radio message

6. Does the task or parts of the task have a time limit for its completion?
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
9. How hard are the facts or terms that must be remembered?
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
10. What are the motor control demands of this task?
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Task Category: M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

Sample Task: Put on Protective Clothing

For the **Individual Combat** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Sample Task: Put on Protective Clothing

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Name: _____

Task Complexity Questionnaire

31D/F: Mobile Subscriber Equipment Transmission System Operator

In this exercise, we would like you to provide information about the complexity or difficulty of sample tasks selected from two fairly general areas. These areas could apply to more than one MOS; some examples are Individual Combat, Vehicle and Equipment Operation, and Communication.

For each of the two tasks presented, there are 10 questions about the task. For several questions, there are definitions and examples to clarify the meaning of the question. Please read all definitions and examples before selecting an answer.

NOTE: If the sample task is not performed in the MOS you are rating, please use the substitute task you used in the standard setting exercise.

Task Category: I. Communications -- Give and receive information using oral, written, and hand/arm signals. Read manuals, publications, maps, etc. Provide counseling.

Sample Task: Send a radio message

For the **Communications** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

Sample Task: Send a radio message

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

Sample Task: Send a radio message

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Task Category: M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

Sample Task: Put on Protective Clothing

For the **Individual Combat** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Sample Task: Put on Protective Clothing

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Name: _____

Task Complexity Questionnaire

51B: Carpentry and Masonry Specialist

In this exercise, we would like you to provide information about the complexity or difficulty of sample tasks selected from two fairly general areas. These areas could apply to more than one MOS; some examples are Individual Combat, Vehicle and Equipment Operation, and Communication.

For each of the two tasks presented, there are 10 questions about the task. For several questions, there are definitions and examples to clarify the meaning of the question. Please read all definitions and examples before selecting an answer.

NOTE: If the sample task is not performed in the MOS you are rating, please use the substitute task you used in the standard setting exercise.

Task Category: D. Vehicle and Equipment Operations -- Drive or operate heavy mechanical equipment.

Sample Task: Operate tractor/semitrailer

For the **Vehicle and Equipment Operations** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

Sample Task: Operate tractor/semitrailer

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

Sample Task: Operate tractor/semitrailer

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Task Category: M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

Sample Task: Put on Protective Clothing

For the **Individual Combat** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Sample Task: Put on Protective Clothing

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Name: _____

Task Complexity Questionnaire

54B: Chemical Operations Specialist

In this exercise, we would like you to provide information about the complexity or difficulty of sample tasks selected from two fairly general areas. These areas could apply to more than one MOS; some examples are Individual Combat, Vehicle and Equipment Operation, and Communication.

For each of the two tasks presented, there are 10 questions about the task. For several questions, there are definitions and examples to clarify the meaning of the question. Please read all definitions and examples before selecting an answer.

NOTE: If the sample task is not performed in the MOS you are rating, please use the substitute task you used in the standard setting exercise.

Task Category: D. Vehicle and Equipment Operations -- Drive or operate heavy mechanical equipment.

Sample Task: Operate tractor/semitrailer

For the **Vehicle and Equipment Operations** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

Sample Task: Operate tractor/semitrailer

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (Go to No. 3 if you answer "No" to this question)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

Sample Task: Operate tractor/semitrailer

6. Does the task or parts of the task have a time limit for its completion?
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
9. How hard are the facts or terms that must be remembered?
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
10. What are the motor control demands of this task?
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Task Category: M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

Sample Task: Put on Protective Clothing

For the **Individual Combat** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Sample Task: Put on Protective Clothing

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**

Almost no mental processing is required (physical or highly repetitive tasks)
Simple mental processing is required (gross comparisons, simple estimations or calculations)
Complex mental processing is required (choices or decisions based on subtle but discrete clues)

 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Name: _____

Task Complexity Questionnaire

55B: Ammunition Specialist

In this exercise, we would like you to provide information about the complexity or difficulty of sample tasks selected from two fairly general areas. These areas could apply to more than one MOS; some examples are Individual Combat, Vehicle and Equipment Operation, and Communication.

For each of the two tasks presented, there are 10 questions about the task. For several questions, there are definitions and examples to clarify the meaning of the question. Please read all definitions and examples before selecting an answer.

NOTE: If the sample task is not performed in the MOS you are rating, please use the substitute task you used in the standard setting exercise.

Task Category: H. Clerical -- Type; follow standard procedures to complete forms, copy, file, and retrieve information; distribute, inspect, store, and ship materials.

Sample Task: Type military orders

For the Clerical task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

Sample Task: Type military orders

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (Go to No. 3 if you answer "No" to this question)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

Sample Task: Type Military Orders

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Task Category: M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

Sample Task: Put on Protective Clothing

For the **Individual Combat** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Sample Task: Put on Protective Clothing

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Name: _____

Task Complexity Questionnaire

95B: Military Police

In this exercise, we would like you to provide information about the complexity or difficulty of sample tasks selected from two fairly general areas. These areas could apply to more than one MOS; some examples are Individual Combat, Vehicle and Equipment Operation, and Communication.

For each of the two tasks presented, there are 10 questions about the task. For several questions, there are definitions and examples to clarify the meaning of the question. Please read all definitions and examples before selecting an answer.

NOTE: If the sample task is not performed in the MOS you are rating, please use the substitute task you used in the standard setting exercise.

Task Category: H. Clerical -- Type; follow standard procedures to complete forms, copy, file, and retrieve information; distribute, inspect, store, and ship materials.

Sample Task: Type Military Orders

For the Clerical task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

Sample Task: Type military orders

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (Go to No. 3 if you answer "No" to this question)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

Sample Task: Type Military Orders

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Task Category: M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

Sample Task: Put on Protective Clothing

For the **Individual Combat** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Sample Task: Put on Protective Clothing

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter reading, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Name: _____

Task Complexity Questionnaire

96B: Intelligence Analyst

In this exercise, we would like you to provide information about the complexity or difficulty of sample tasks selected from two fairly general areas. These areas could apply to more than one MOS; some examples are Individual Combat, Vehicle and Equipment Operation, and Communication.

For each of the two tasks presented, there are 10 questions about the task. For several questions, there are definitions and examples to clarify the meaning of the question. Please read all definitions and examples before selecting an answer.

NOTE: If the sample task is not performed in the MOS you are rating, please use the substitute task you used in the standard setting exercise.

Task Category: I. Communications -- Give and receive information using oral, written, and hand/arm signals. Read manuals, publications, maps, etc. Provide counseling.

Sample Task: Send a radio message

For the **Communications** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

Sample Task: Send a radio message

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

Sample Task: Send a radio message

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
 - c. There are time limits that are difficult to meet under test conditions.
- 7. How difficult are the mental processing (thinking, analyzing, judging, inferring, and problem solving) requirements of this task?**
 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
 - d. Very complex mental processing is required (rapid decisions, based on detailed information, often under stress)
- 8. How many facts, terms, names, rules, or ideas must a soldier memorize in order to do this task?**
 - a. None (or all are provided by memory/job aids)
 - b. A few (1-3)
 - c. Some (4-8)
 - d. Very Many (more than 8)
- 9. How hard are the facts or terms that must be remembered?**
 - a. There are not facts or terms to be remembered
 - b. Not at all hard - the information is simple
 - c. Somewhat hard - some of the information is complex
 - d. Very hard - the facts, rules, and terms are technical or specific to the task and must be remembered in exact detail.
- 10. What are the motor control demands of this task?**
 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)

Task Category: M. Individual Combat -- Engage in combat and survival skills; know customs and laws of war.

Sample Task: Put on Protective Clothing

For the **Individual Combat** task listed here, please answer the following 10 questions. The answers to these 10 questions will provide information on the complexity of the task that is performed by soldiers in the MOS you are rating.

Please circle the most appropriate answer to each question.

1. Are job or memory aids used by the soldier in performing this task?

- a. Yes
- b. No (*Go to No. 3 if you answer "No" to this question*)

Job and memory aids include memory joggers learned in school (e.g., S-A-L-U-T-E), instructions printed on or attached to equipment, checklists or worksheets, and manuals that are routinely used while performing the task.

2. How would you rate the quality of the job or memory aid?

- a. There are no job or memory aids for this task.
- b. Poor. Even with the job/memory aid, a typical soldier would need a great deal of additional information.
- c. Marginally Good. Even with the job/memory aid, a soldier would need important additional information.
- d. Very Good. With the job/memory aid, a soldier would need only a little additional information.
- e. Excellent. Using the job/memory aid, a soldier can do the entire task correctly with no additional information or help.

3. Into how many steps is this task typically divided?

- a. 1 Step
- b. 2-5 Steps
- c. 6-10 Steps
- d. More than 10 Steps

A step is a separate physical or mental activity within a task which has a well defined, observable beginning and ending point.

4. Are the steps in this task required to be performed in a definite sequence?

- a. The tasks typically have only 1 step.
- b. None are required to be performed in a particular sequence.
- c. Some, but not all steps must be performed in the correct sequence.
- d. All of the steps must be performed in the correct sequence.

5. Does the task provide built-in feedback so that you can tell if you are doing them correctly?

- a. Built-in feedback is provided for all steps
- b. Built-in feedback is provided for most steps (> 50%)
- c. Built-in feedback is provided for only a few steps
- d. No Built-in feedback is provided for any steps.

Sample Task: Put on Protective Clothing

Examples of built-in feedback include disassembling equipment where removing one section automatically uncovers the next section; steps with observable effects such as buzzers, meter readings, warning lights; and operating equipment built to indicate a logical progression (for example, adjusting dials from left-to-right).

- 6. Does the task or parts of the task have a time limit for its completion?**
 - a. There are no time limits
 - b. There are time limits that are fairly easy to meet under test conditions
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 - a. Almost no mental processing is required (physical or highly repetitive tasks)
 - b. Simple mental processing is required (gross comparisons, simple estimations or calculations)
 - c. Complex mental processing is required (choices or decisions based on subtle but discrete clues)
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 - a. None
 - b. Small, but noticeable degree of motor control is required (such as driving a nail, adjusting a dial)
 - c. Considerable degree of motor control is needed (such as typing, driving a manual shift vehicle, or tracking a moving target)
 - d. A very large degree of motor control is needed (such as repair of delicate equipment, or sending Morse code using a key)